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ABSTRACT

This report provides a summary of existing career education legislation at the state level. The overview presented in chapter 1 discusses the concept of career education, its rapid rate of acceptance, and several related issues and concerns. Chapter 2 describes the status of state legislation for career education under the following categories: appropriations; resolutions; supportive legislation; implementation legislation; and education reform legislations. Finally, chapter 3 discusses the future of state legislation for career education by describing the options available to states and presenting considerations and guidelines based on trends and perceptions. Excerpts of career education legislation from various states are appended. (BM)

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EXISTING AND EMERGING LEGISLATION FOR CAREER EDUCATION AT THE STATE LEVEL

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Lakewood, Colorado

1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

Page

Preface. i

Chapter One: Career Education In The States 1

Career Education Concepts and Mis-concepts 1
Career Education: New, Old, or Both?. 7
Career Education: Issues and Concerns 12
Summary. 13

Chapter Two: Status of State Legislation for Career Education . . . 15
The Temporal Nature of Information 16
Toward A Commonality of Understanding. 19
Categories of State Career Education Legislation 22
Appropriations. 23
Alabama. 23
Arkansas 23
Ohio 24
Vermont. 24
Virginia 24
Washington 24
Resolutions 25
California 25
Hawaii 25
Indiana. 25
Kansas 26
Supportive Legislation. 26
Implementation Legislation. 30
Arizona. 31
Colorado 32
Connecticut. 34
Florida. 36
Georgia. 37
Iowa 38
Kentucky 39
Louisiana. 41
Michigan 44
Mississippi. 46
Utah 47
Education Reform Legislations 48
New Jersey 50
Virginia 50
California 51
Washington 51

CONTENTS--Continued

Page

Chapter Three: Observations on the Future of State Legislation for Career Education 54
Options Available to States. 58
Option: Non-Participation. 58
Option: Non-Legislative Action 59
Option: State Legislation. 59

State Legislation for Career Education: Trends and Perceptions 62
Some Considerations and Guidelines. 66

Appendix 73

Preface

In December of 1977 a significant milestone in career education efforts was reached with enactment of the Career Education Incentive Act, or as it is also known, Public Law 95-207. The Act authorized Federal financial assistance, for a five-year period, for States wishing to implement the concept of career education on a broad scale. This, of course, is significant in and of itself; that Federal funds could be used by States in their efforts to infuse career education into their educational programs.

The Act, however, is significant for a number of other reasons. One such reason can be seen in the "declarations" of Congress which are found in the Act. These clearly indicate that Congress believes:

(1) A major purpose of education is to prepare every individual for a career suitable to that individual's preference,

(2) career education should be an integral part of the Nation's educational process which serves as education for work,

(3) career education holds promise of improving the quality of education and opening career opportunities for all students by relating education to their life aspirations, and

(4) educational agencies and institutions (including agencies and institutions of elementary and secondary education, higher education, adult education, employment training and re-training, and vocational education) should make every effort to fulfill that purpose.

The authorization of funds and the strong statements of support were, as has been noted, highly significant. But the significance of the enactment of Public Law 95-207 assumes even greater proportions when the separate actions of the House of Representatives and the Senate are considered. The House version (H. R. 7) was passed in the House by an overwhelming majority (398-14), and in the Senate, approval was unanimous. Support such as this for major new educational programs is not often seen.

All of this--the funds, the support, and the very favorable votes--took place with regard to an idea, or a concept, that was first introduced, as such, to the Nation's educators in 1971. And this perhaps is the greatest significance of the Career Education Incentive Act. The concept of career education, from its introduction by then U.S. Commissioner of Education Sidney P. Marland, was quickly and readily accepted by education, business, labor, industry, and similar bodies. It was also readily accepted by parents and students alike. But the rapidity (by traditional standards) with which it was accepted and made part of the law of the land by Congress is indeed phenomenal. This rapid acceptance, or so it would seem, is reflective of acceptance and support already noted, which of course is the manner in which, in the American system of government, legislation is brought about.

But while the Act itself is viewed with satisfaction and pride by career education advocates, it does have many implications and/or ramifications for States and State Departments of Education. The Act, as one example, calls for increasing percentages of State funds to be supplied during the duration of Public Law 95-207, and for decreasing percentages of Federal funds to be supplied during the act's five-year term. As another example, the Act seems to be clear in its "terminal" or "sunset" provisions. The message that States

should assume full financial responsibility for career education efforts seems very clear.

Because of these and similar factors, individual States will need to examine the matter of career education implementation and maintenance beyond the five-year scope of the Career Education Incentive Act. Some States in which no State legislation for career education exists may wish to consider such legislation as a means of continuing their efforts, while others may find it more desirable to seek other means of continuance. Similarly, some States in which legislation for career education now exists may find it feasible to modify the legislation. In any event, it is logical to assume that States--decision-makers in the States--will need to have access to information about State legislation.

It is toward this end that the ensuing report has been prepared. It is hoped that it will be of use to Chief State School Officers, State Legislators, State Advisory Councils for Career Education, and other concerned publics as efforts to implement the concept of career education on a broad scale are made.

David L. Jesser
Lakewood, Colorado
March 1979

Chapter One

Career Education in the States:

An Overview

The phenomenal rate at which the concept of career education has been given support throughout the Nation was alluded to in the Preface. Within the context of this study, however, some further elaboration, both of the concept itself and of the rapid rate of acceptance, would seem to be of value.

Career Education: The Concept and the "Mis-concepts"

As many are already aware, the concept of career education, as a viable response to a call for reform in American education, was first introduced as suggested by Sidney P. Marland, then U.S. Commissioner of Education, in a speech delivered in 1971 to the National Association of Secondary School Principals (NASSP) which was meeting in Houston. Using somewhat of a broad-brush approach, Marland outlined some of the problems then extant in education, and proposed that a new approach might ease or eliminate at least some of the problems. He described, as it were, the need for establishing more and better linkages between educational endeavors and the world of work. In his remarks Marland referred to this approach as career education.

Even though the concept that had been suggested by Dr. Marland had not been defined in the strict sense of the word, educational organizations, business and industry groups, and labor organizations were intrigued with the idea of career education. And many of these were able to perceive it as a worthwhile vehicle for educational reform.

But, one may well ask, what is career education? When he introduced the concept, Dr. Marland chose not to define it. Indeed, shortly after the concept was introduced, he very clearly indicated that (at the time) career education should not be defined or prescribed by someone in Washington. While

not defining career education, however, Marland offered some suggestions as to what career education was not. According to him, career education should not be perceived as:

> A renaming of vocational-technical education;
>
> An anti-intellectual conspiracy;
>
> A way to discourage poor and minority young people from going to college;
>
> Being limited to elementary and secondary schools; or
>
> Simply a means of getting a job.[1]

Marland and other early advocates of career education, or as it would seem, were suggesting that educational leaders, civic groups, and similar bodies, should examine the concept, and then develop their own definitions. In fact, in one early publication, Kenneth B. Hoyt and his colleagues described career education as "a concept in search of a definition."[2]

The preceding paragraph may seem to be somewhat contradictory to some. On the one hand, Marland was saying that the concept should not be defined by Washington. Hoyt and his colleagues, seemed to be saying that a definition was needed. The apparent contradiction would seem to be explainable when the words "by Washington" are considered. No one was asking that the concept not be defined. Instead, they seemed to be saying "Develop a definition that you can be comfortable with".

Individual States, prominent business organizations, prestigious education groups, and major labor organizations seemed both willing and eager to accept the advice. Consequently, many States began to define career education soon after the concept was introduced.

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[1] David L. Jesser, Career Education: A Priority of the Chief State School Officers. (Salt Lake City: Olympus Publishing Co., 1975), p. 21.

[2] Kenneth B. Hoyt et al, Career Education and the Elementary School Teacher (Salt Lake City: Olympus Publishing Company, 1973). p. 15.

The Arizona State Department of Education stated in 1973 that:

> A complete program of career education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation.[3]

In the same year, the State Departments of Education in Nevada, New Mexico, and Utah, among others, issued similar statements of definition. Each State's definition was worded so as to reflect the intent and needs of the individual State. All of the separate State definitions, however, would tend to support the idea that:

- In scope, career education encompasses educational experiences beginning with early childhood and continuing through the individual's productive life;
- In early childhood, career education provides an awareness of self in relationship to the world of work, as well as direct experiences to motivate and captivate the learner's interest in the basic skills being taught;
- As children move through school, they increase their familiarity with the world of work and acquire knowledge necessary to obtain meaningful employment after leaving school;
- Career education also makes the provision to prepare individuals for employment and, later in their career, to upgrade their skills, to update their knowledge, and retrain them for a new job if they wish it; and
- Career education combines the academic world with the world of work. It must be available at all levels of education, from kindergarten through the university. A complete program of career education includes self-awareness of the world of work, broad exploration of selected work clusters, and career preparation for all students. This calls for all basic education subjects to incorporate career education as activity, motivation, and methodology.[4]

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[3]Arizona Department of Education, Career Education: Leadership in Learning. (Phoenix, 1973). p. 5.

[4]David L. Jesser, op. cit., pp 25-26.

While the preceding list of characteristics of career education was drawn in large part from definitions that had been formulated by various States, it also reflects definitions formulated by business, labor, and educational groups. In 1975, for example, the Chamber of Commerce of the United States stated that:

> ... career education is the total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.[5]

Also, in 1975, the Council of Chief State School Officers (CCSSO) formulated and adopted a formal position statement on career education. In part, the position stated that

> Career education is essentially an instructional strategy, aimed at improving education outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. In scope, career education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of career education includes an awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected (occupational) clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.[6]

The Council, in it's Position Statement, went on to explain that it is not likely that there ever will be complete agreement as to what should be learned in the name of education. But at the same time, it asserted that there are certain basic purposes of education on which there probably would be widespread agreement.

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[5]Chamber of Commerce of the United States, Career Education: What It Is and Why We Need It. (Washington, D.C.: The Chamber, 1975). p. 4.

[6]Council of Chief State School Officers, Career Education: A Position Statement. (Washington, D.C.: The Council, 1975.)

The educational process, according to the Council statement, should provide every learner with opportunities:

> To acquire the basic skills essential to all other learning;
>
> To develop the ability to think in a rational manner;
>
> To be able to understand how wise choices or decisions are made; and
>
> To develop those attitudes essential to a productive, rewarding, and satisfying life.

In the thinking of the Council, career education, as defined earlier, can provide a vehicle that will lead to accomplishment of the basic purposes of education that have just been enumerated.

One may wonder about an apparent preoccupation with definitions in a report which deals with State legislation for career education. By way of explanation, it should be noted that in spite of the definitions that have been formulated, adopted, and distributed since 1973, more than a little confusion exists with regard to career education. In a recent interview, Representative Leo Lucero, a member of the Colorado General Assembly, observed that there are still those in the educational community who perceive career education to be another name for vocational education.[7] To put this observation in perspective one should recall the first of Marland's comments about what career education is not. "It should not be perceived as a renaming of vocational education". Yet a misperception, according to a knowledgeable State Legislator, persists.

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[7]Interview of Representative Lucero by author. (Denver, Colorado: February 27, 1979).

In many instances, according to various sources, faculty members continue to perceive career education as an effort to lessen the intent of education. to lessen the importance of intellectual endeavor. While this attitude or perception appears to be more prevalent in secondary schools than in elementary schools, it nevertheless persists. And it brings to mind the second Marland "is not." "It should not be perceived as an anti-intellectual conspiracy".

And public utterances by representatives of several labor organizations, at both State and National Conferences, have reflected a concern that the concept of career educatuon may indeed be a strategy designed to keep the poor and the minorities from going on to higher educational levels. Again, one should recall Marland's statement that career education should not be perceived as "a way to discourage poor and minority people from going to college."

Misconceptions--or at least misperceptions--about career education do exist, and as such they represent a powerful influence on any legislation, regulation, policy, or practice that may exist or is likely to exist.

The problem of definition, as it relates to career education, has obviously been lessened. The enactment, in late 1977, of PL 95-207, the "Career Education Incentive Act", will no doubt further clarify any confusion that may remain. While the Act does not define career education per se, it does contain (in Sec. 3) the following:

> ... it is the purpose of this Act to assist States and local educational agencies ... in making education as a preparation for work, and as a means of relating work values to other life roles and choices (such as family life) a major goal of all who teach and all who learn by increasing the emphasis they place on career awareness, exploration, decisionmaking, and planning....

Again, it would seem that there should be no confusion as to what, in the mind of Congress and others, career education is or should be. But the misconceptions about career education are real, and still very much in existence.

Career Education: New, Old, or Both?

As has been suggested, the concept of career education is perceived by many to be relatively new in American education. Those who perceive it to be so prefer to use 1971, or approximately so, as the time of its beginning in terms of public education in America. But there are at the same time many who perceive career education as a new generic label for elements that have long been integral and essential parts of the Nation's educational system and philosophy.

Whether career education as a concept is old or new may seem inconsequential. Such might be the case if it were not for the tendency of people to become supportive of those things they believe, and non-supportive of those which they do not believe. People who do not perceive the concept of career education as being new may not choose to support it because its advocates may label it as "new". And because they "know it is not new", they may refuse to support it, and may in fact choose to actively resist it.

With this in mind, differing views as to the "newness" or "oldness" of career education would certainly seem to be of serious consequence in any examination or analysis of State legislation relating to career education.

But which is it? Is it new? Is it old? Or can it be both?

Professor Edwin L. Herr, in reviewing the foundations of career education, observed that career education, as the term is currently used, should be considered as:

> ... a synthesis and blend of many concepts and elements available at some point and in some place in American education. However, the intent and implementation tactics so far apparent are to bring these concepts and elements into a new and systematic interrelationship among vocational education, vocational guidance, career development, and other elements of the educational and community networks of which they are a part.[8] (Emphasis supplied.)

The comment by Herr lends considerable credence to the idea that the purposes and goals of career education have long been part of the educational system. So also does a comment by Gus Tyler:

> Although schools [of the 1820's] were seen as places where workers' children could learn a craft, [workers] consistently refused to limit schooling to what we today call "vocational education." They wanted their children to be more than skilled artisans; they also wanted them to be informed citizens.[9]

Obviously, many other references could be made to support the idea that career education is not "new". The two cited above are only illustrative. They are, however, sufficient to make the point that career education, composed as it is of its several identifiable elements, is indeed not new to American education.

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[8]Edwin L. Herr, Review and Synthesis of Foundations for Career Education. (Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, 1972.) p. 3.

[9]Gus Tyler, Career Education and Society's Imperatives", in Essays on Career Education. (Portland, Oregon: Northwest Regional Educational Laboratory, 1973.) p. 165.

On the other hand, the fact remains that the words "career education" were first used in 1971 to describe a response to a call (or many calls) for needed changes or reforms in American education. In this context, career education is "new". So it would seem that, in answer to the original question posed in this section, career education is both old and new. And hence its newness or oldness should not be a basis for argument or withholding of support.

Career Education: Its Growth

Traditionally there has been a fairly significant time lag between the initial introduction of an innovation in education and the acceptance (general usage) of the innovation by the educational community. Educational historians, for example, have observed that a period of from 35 to 50 years occurred between the introduction of the motion picture projector as a potential teaching aid and its widespread acceptance as a real teaching aid or tool.

Similarly, lags have also existed between the introduction and general acceptance of many educational technologies, methodologies, and techniques. Rarely has an innovation been given a rapid acceptance; rarely has one enjoyed both rapid acceptance and rapid growth. The concept of career education is one educational innovation that has enjoyed both.

The rapid acceptance and growth of career education efforts throughout the Nation has been glibly explained by some as being caused by "a concept whose time has come". More than likely, however, the rapidity of acceptance, support, and growth, can be explained by the fact that people, by and large, tend to accept and support a given change in almost direct proportion to their understanding of the need for it. In the case of career education, it would seem that the various publics concerned with education perceived (1) some malconditions in education, and (2) that the concept might improve the overall educational picture in the Nation.

The rapidity of acceptance and growth, in terms of career education, can be described or characterized in a number of ways, including increases in the number of States and organizations having supportive resolutions, policy statements, and legislation (in the case of States) relating to career education.

The year 1971 has already been identified as the year in which career education was first introduced, and for all intents and purposes, that year will be used as a baseline by which to measure growth. However, this should not be interpreted to mean that there were no legislative enactments or supportive statements relating to education and the world of work prior to 1971. In New Jersey, as a case in point, legislation relating to career development was enacted in 1970. And, in the same year (1970) the Oregon Department of Education issued the following statement concerning education and work:

> Schools have a three-fold objective: to help young people (a) discover their individual interests and abilities, (b) explore the many avenues of productive activity that might challenge and enlarge their talents, and (c) learn the wise exercise of freedom of choice, self-direction, self-discipline, and responsibility.[10]

But while it is evident that some interest in activities closely related to the concept of career education did exist prior to 1971, it was not until after 1971 that the phenomenal growth took place.

By mid-1973, some 15 State Boards of Education had adopted resolutions supporting the concept of career education, and 27 State Departments of Education had developed and issued position statements relating to career education.

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[10]Leonard E. Kunzman, Career Education in Oregon. (Salem, Oregon: Oregon State Board of Education, 1970).

Educational organizations early on demonstrated their interest in and support for the concept of career education with formulation and issuance of similar resolutions and statements. The National Association of State Boards of Education (NASBE), the National School Boards Association (NSBA), the American Federation of Teachers (AFT), the National Education Association (NEA), the Council of Chief State School Officers (CCSSO), the National Congress of Parents and Teachers (PTA), the American Personnel and Guidance Association (APGA), and the Council for Exceptional Children (CEC) are some of the major educational groups that have demonstrated such interest and support.

In similar fashion, groups representing business, labor, and industry developed resolutions, policy statements, and position statements about career education. The American Federation of Labor and Congress of Industrial Organizations (AFL/CIO), the United Automobile Workers (UAW), and the American Federation of Teachers (AFT) developed statements expressing the interests and concerns of organized labor. The Chamber of Commerce of the United States, the American Telephone and Telegraph Company, the General Electric Corporation, the General Motors Corporation, the National Alliance of Businessmen, and the National Association of Manufacturers are some of the major groups representing business and industry that developed statements supportive of career education.

Career Education: Issues and Concerns

Several issues and concerns relating to the concept of career education have been mentioned in the preceding pages. By way of summary, however, a brief listing, suggested by Sidney Marland in 1974[11], follows:

Initiative: In almost every effort aimed at a major reform in American education, this issue will eventually surface. In the instance of career education, who (what person or group) should initiate activities necessary to transform the concept into an integral part of the educational program?

Definition: The problem or issue of definition has already been mentioned, but it is of sufficient import to warrant additional emphasis. What is career education? What are its major components? Is it another name for vocational education? Vocational guidance? Occupational education? Most States, and many educational leaders have developed workable definitions. So have many business and labor groups. With this in mind, the problem should not exist. But it does exist, and must be considered.

Turfdom: In education, as in virtually every other aspect of human endeavor, there is a tendency for people to protect (and defend) what they perceive to be their own special area of turf or territory. With regard to career education, special interest groups--vocational education, science education, industrial arts education, guidance and counseling, etc.--may perceive career education as an attempt to encroach on their special territory. And they will, if they perceive it as such, work actively to defend against it.

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[11]These issues were presented to a group of Chief State School Officers in Pinehurst, North Carolina (April 1-4, 1974), who were meeting to discuss and examine career education.

Articulation: There are those who would describe the educational system as being segmented, fragmented, and disjointed. To the extent that this is true, strategies and procedures will have to be developed so as to insure the needed articulation. Can the concept of career education be utilized as an "umbrella" under which the needed articulation might be achieved?

Passing Fad: The history of education is replete with ideas or notions that have been introduced, and which, after an initial surge of interest, withered away. Advocates of career education do not believe that it is just another "passing fad". However, there may be educators, legislators, board members, and others who do perceive it in this manner.

These are but some of the concerns (or issues) that relate rather directly to career education implementation efforts. They were expressed in 1974, but would seem to have considerable validity, as issues to be considered, in 1979. Educational leaders who are concerned with implementation and maintenance efforts (insofar as they relate to career education), will have to be cognizant of these and the other issues that will become apparent. Strategies designed to bring about State legislation, board regulations, and district directives, will likely be influenced by both the issues and the way in which they are treated or resolved.

Summary:

Transforming the concept of career education into a widespread and effective reform in American education is a formidable challenge for all who are concerned about the future well-being of that system. Educators, legislators, parents, business organizations, labor unions, and others have endorsed the concept as a viable response to a call for reform in American education.

Legislation designed to assist in implementing career education has been enacted at the National level; similar legislation has been enacted in several States. Undoubtedly, there will be legislation for career education introduced and considered in other State legislatures during the coming years.

Chief State School Officers, State legislators, State Advisory Councils, and other interested groups or persons must have available to them information on which to base their decisions. What is career education? What has taken place with regard to career education efforts? Should State legislation be enacted? What should any such legislation encompass?

These and similar questions will have to be addressed as efforts to implement the concept of career education are made. This is especially true when provisions of the Career Education Incentive Act (P.L. 95-207) are considered.

This Chapter has reflected an attempt to inform (or remind) those who will be considering questions such as the ones noted about the concept; what it is, how it originated, how it has grown, and what some of the concerns about it might be. Such information should be useful as background when the following chapters are examined.

Chapter Two

Status of State Legislation for Career Education

When a review or an examination is made of the status of a given topic or subject, several caveats must be kept in mind. Obviously, the status reflects a situation as it exists at a particular moment in time. The status today may be different from the status of yesterday; the status tomorrow may be different from the status of today. This is as true of the status of State legislation for career education as it is for virtually any topic that might be so examined.

It is also true that different people, when preparing documents such as legislative enactments often choose to use a somewhat different language, even though the intent may be the same. In legislative enactments, as indeed in many areas of education, there does appear to be more than a modicum of semantic differences. It is important, then, that when examining State legislation, or for that matter, any legislation, the intent be of paramount interest. If, on the other hand, more attention is given to the words (which may be different than those the examiner or reviewer might choose to use), there may be a tendency to reject that which is being reviewed. Senator S. I. Hayakawa, while a professor at San Francisco State College, observed that by choosing words with which one could disagree, it would be possible to attend a conference and not hear a thing that was said. The same observation, it would seem, could be equally applicable to a review of State legislation for career education.

A third caveat, closely related to the preceding one, has to do with funding. Some legislative enactments may authorize the appropriation of funds, while others may actually appropriate the amount noted. Still others may permit or allow already appropriated funds to be used for specific or enumerated purposes. And still others may be totally void of any reference to funding. In examining legislation, (and if funding is an important issue) the intent, language, and type of funding described must be considered. And all must be considered in the proper context or perspective.

The Temporal Nature of Information

Information concerning the status of State legislation for career education has been obtained from a variety of sources. Reports, publications, and other types of documents relating to State legislation have been extensively utilized. Surveys relating to the subject have also been used. Personal discussions with State Coordinators of Career Education during the past six years have been yet another source of valuable information. And, during the same period, individual as well as group discussions with many Chief State School Officers have contributed significantly to the information base. More recently, interviews with State legislators and Chief State School Officers have been yet another source of needed information. In short, the information in this publication has been gleaned from a large number of sources. But the information serves again to emphasize the temporality of such information, and brings to mind the first caveat noted earlier.

Times change, and as they do, other things will change as well. There will be changes in the ranks of the Chief State School Officers, and there may be changes in the priorities they establish for their departments of education.

There will be changes in the make-up (and even number) of State Coordinators of Career Education, and this may result in shifts of emphasis (however slight they may be). And of course there will be changes in both State Boards of Education and State Legislatures, together with possible changes in interests and priorities.

The status of State legislation for career education has changed rather dramatically over the relatively few years since the concept was introduced. Perhaps it will continue to change. It is possible to look at what has happened, which is indeed valuable information. It is also possible to look at what is happening, and this kind of information is of course equally valuable. And, at least to a degree, it is possible to look at what might happen, which is of extreme importance in developing plans for any future action. It is important, however, to recognize and keep in mind the differences between the three kinds of information just noted. Information concerned with State legislation for career education must be interpreted and utilized in the proper perspective. A brief summary of the differences in the status of State legislation for career education may illustrate the point.

Considerable emphasis has been placed on the use of 1971 as a base from which to begin a review of career education developments. In a strict sense this is valid. Yet it would not be correct to assume that, prior to 1971, no State was interested in or concerned about the goals implicit in the concept of career education. This type of interest and concern can be illustrated by legislation enacted by the State of New Jersey in 1970, which stated in part that:

> ...the commissioner of Education and the State Board of Education shall have the authority and responsibility under this act to establish and operate a Career Development Program comprised of pilot vocational projects.[12] (Emphasis supplied)

While the New Jersey legislation of 1970 obviously was concerned with goals of the concept of career education, it did not refer specifically to the phrase, "career education". The first State legislation to contain that phrase was enacted in Arizona in 1971. Article 9 of the Arizona Revised Statutes was titled "Career Education Program", and stipulated that State career education assistance could be provided (paid) for various activities concerned with career education.[13]

By mid 1973, three other States (Florida, Louisiana, and Vermont) enacted legislation relating to career education, making a total of five. And by mid 1975, 9 additional States (Arkansas, Colorado, Hawaii, Iowa, Kansas, Michigan, Ohio, Virginia, and Washington) had enacted similar legislation.[14] The number of States remained fairly constant during the ensuring two years, but the names of some of the States changed as old legislation was repealed and new legislation enacted.

By 1978, according to data contained in a report prepared by the Education Commission of the States, a total of 21 States had some form of legislation that related, in some fashion, to career education.[15]

Again, however, the caveat mentioned earlier is called to mind. Differences in numbers may emerge in the near future as a result of actions now being

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[12]Section 1, New Jersey Assembly Bill No. 1254, 1970. (See Appendix)

[13]Chapter 9, Arizona Revised Statutes, 1971. (See Appendix)

[14]David L. Jesser, Career Education Legislation; Federal and State. (Washington, D.C.: Council of Chief State School Officers, 1977).

[15]____, State Career Education Legislation: Legislative Enactments as of September 1978. (Denver, Colorado: Education Commission of the States, 1979).

considered by several State legislatures. Differences in numbers also may emerge as a result of differences in terminology, in implementation procedures, and a variety of other factors.

Toward A Commonality of Understanding

Obviously, there must be at least a modicum of understanding about career education and legislation relating to career education. One method by which a degree of understanding about both might be achieved would be for the reviewers, as it were, to ask, and then answer, questions such as: Does the legislation:

(1) Contain a definition of career education?
(2) Describe the purposes of the legislation?
(3) Include provisions for funding?
(4) Specify activities for which funds may be used?
(5) Mandate inclusion of career education in the instructional program?
(6) Include provisions for "matching funds"?
(7) Specify age groups or grade levels to be served?
(8) Specify populations with special needs to be served?
(9) Provide for cooperative and collaborative efforts involving all segments of the community?

It is not likely that every one of the provisions suggested by the preceding questions will be found in any single State legislative enactment. And it should be emphasized that no such inference is intended.

As even a cursory perusal of the State legislation contained in the Appendix will quickly demonstrate, the legislation has been shaped into a variety of forms, with each reflecting the peculiar needs of a given State. The questions suggested, however, should serve as a worthwhile check list for those who might wish to examine existing legislation and plan for future legislative considerations. At the same time, the questions will likely serve to eliminate misunderstandings.

Another method that might be used to achieve some common understandings about legislation intent consists of legislators themselves saying what they mean. An excellent example of this kind of effort is to be found in a letter (drafted prior to legislative enactment) from members of the Arizona legislature to State Superintendent Weldon P. Shofstall. In part, the letter, signed by members of the Conference Committee on Senate Bill 5, stated:

> This bill provides the means to instigate and implement a pilot program that enriches and embellishes the current on-going education program with a well-defined pattern of Career Education.
>
> We feel that the following are desired features and should be incorporated into programs that result from this legislative action:
>
> 1. The primary use of the funds provided in this bill should be for "new" program development.
> 2. All programs funded under this legislation should relate to Career Education that has the ultimate goal of entry-level job skill development in recognized occupations for the Arizona job market.
> 3. ...Special effort should be directed toward assuring a totally articulated program in Career Education from kindergarten through 12th grade.
> 4. We feel that special encouragement should be given to the cluster concept in Career Education at the high school level rather than specialization of narrow one-type occupation programs. Career Education programs should provide an awareness of the world of work, plus exploration in activities that relate to job clusters.
> 5. Multi-district cooperation in the utilization of teachers, equipment, and facilities to offer a wider range of occupational offerings is certainly suggested.
> 6. Retraining of common and high school teachers and counselors is urged to create an atmosphere where the awareness of a world of work is developed and instituted in all areas of the curriculum.[16]

It is perhaps obvious that inclusion of the provisions suggested by the several questions posed earlier will in no way guarantee or ensure enactment of legislation. But the point should be emphasized, in order to avoid any erroneous conclusions. To illustrate the point, it should be noted that during the 1975-77 biennium legislation for career education (which contained many of the provisions suggested) was introduced, but was not enacted, in

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[16]Letter from Conference Committee Members to Superintendent Shofstall May 11, 1971.

Idaho, Oregon, and Pennsylvania. The decisions of the State Legislatures not to enact such legislation, however, should not necessarily be perceived as being reflections on the quality or comprehensiveness of the proposed legislation.

To illustrate the point just made, significant portions of the legislation proposed (but not enacted) for the State of Pennsylvania are included here:

> Section 1. Short Title.--This act shall be known, and may be cited as the "Career Education Act."
>
> Section 2. Legislative Declaration.--The General Assembly hereby declares that the purpose of this act is to institute career education in the schools of the Commonwealth. It is the purpose of this bill to encourage career education and to assist local school districts in obtaining the capability to become educationally accountable in this vital area.
>
> Section 3. Plan for Career Education.--(a) The State Board of Education shall adopt and periodically review and revise a plan for career education which shall be for the guidance of the Governor, the General Assembly and school districts.
>
> (b) The plan shall contain, but shall not be limited to, adequate provisions to achieve the following purposes:
>
> (1) To make educational subject matter more meaningful and relevant to the individual by focusing around career development themes.
>
> (2) To provide all persons with the guidance, counseling, and instruction needed in developing (i) their awareness of themselves and others; (ii) their self-direction and their acceptance of responsibility.
>
> (3) To provide services for placing every person in the next step in his development whether it be employment or further education by assuring the opportunity for all persons to gain an entry level marketable skill prior to their leaving school or preparing them with the knowledge and skills necessary to pursue further education or to become employed.
>
> (4) To incorporate into the educational system greater utilization and coordination of all community resources.
>
> (5) To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and reentry either into the world of work or the educational system.
>
> (6) To include procedures to measure objectively the adequacy and efficiency of preparing students for careers.
>
> (7) To provide for the role of the State Board of Education in assisting school districts to strengthen their career educational programs.

As has already been suggested, the career education legislation proposed in Pennsylvania addressed many of the issues that have been suggested. But, as has also been suggested, inclusion of provisions such as these and others must not be considered as a guaranty that legislation of this nature will be enacted. Whether or not State legislation for career education is enacted will obviously depend on many factors. Inclusion of desirable components is just one, albeit important, factor.

Categories of State Career Education Legislation

Earlier in this chapter the matter of semantic differences was mentioned. There are many ways in which similar thoughts can be expressed. So also can State legislation for career education be written in various ways, and, since the first such legislation was enacted, the several subsequent legislative enactments have assuredly emerged in various forms.

It is of course dangerous to categorize abstractions, for there often are no clear-cut or distinct boundaries; there may be overlapping or other "grey areas" which can lead to confusion, disagreement, or both.

With regard to existing State legislation for career education, however, it would seem possible to categorize the various enactments into basic categories. However, the riskiness alluded to should be kept in mind.

The Career Education Task Force of the Education Commission of the States, in a recent study, observed that the existing legislation could be grouped into four classifications: Appropriations/resolutions; supportive legislation; implementation legislation; and education reform legislation.[17] A brief explanation of the terms, together with legislative references (both past and present) in each grouping, are given in the following paragraphs.

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[17] Ibid.

Appropriations/Resolutions. Legislation of this nature will usually be used to provide some indication of support, whether it be couched in terms of dollars or in terms of what actions a legislature would like to have happen. The appropriations items may be rather specific with regard to detail, or they may provide funds that can be utilized in a more general manner. In either case, however, the intent (and implied direction) of the legislature is usually quite clear. Resolutions, as will be seen, are more often a recommendation that some activity take place. But again, and even though resolutions may not carry the weight of mandatory legislative enactments, the intent (and the implied direction) of the legislature is usually very clear. Legislative enactments included in this classification or grouping are:

(1) Appropriations

During the past six years, at least six states have included line item appropriations for career education in either general or vocational education appropriation bills. Of the five, three have continued the appropriations, while two (Virginia and Washington) have chosen not to continue the line item appropriations. All are listed below:

- Alabama. Included in the budget appropriations bill for the Alabama State Department of Education is a line item for operation and support of the Office of the State Coordinator for Career Education.

- Arkansas. In 1973 the Arkansas General Assembly approved a specific appropriation of approximately $60,000 to create and maintain an Office of Career Education within the State Department of Education (Office of the Director of Education). The legislation, as can be seen in the enactment shown in the Appendix, was fairly specific in nature, providing funds for one professional staff person and one support (secretarial) staff member.

  The initial legislation was for one year, but subsequent legislatures have included similar (but increased) specific appropriations in Arkansas.

- Ohio. In June 1975, the Ohio State Legislature included in a general education appropriation bill a line item for career education.

  Initially, the bill (H. B. 155) made available $1.82 million for each of the years in the then current biennium.

  In 1977 the Ohio Legislature again included a line item appropriation for support of career education in the general education appropriations bill (H. B. 191). This, the current legislation, made available $2.4 million for each of the years in the 1977-79 biennium for purposes of conducting and coordinating career education activities in Ohio.

- Vermont. Since 1973, career education personnel at the State level have been funded in part from a line item in the appropriations measure for Vocational Education. The line item in the Vermont appropriation has been steady at $50,000 annually.

- Virginia. The State of Virginia, as with Vermont, included, for the 1974-76 biennium, line items for career education in the appropriation for Vocational Education. In these line items, some $250 thousand was made available for the 1974-75 school year, and approximately $278 thousand was included for the 1975-76 school year. [NOTE: This line item appropriation has not been continued.]

- Washington. The State of Washington included in its 1975-77 budget for the K-12 educational program a line item of $100 thousand, or $50 thousand per year. [As in the case of Virginia, however, this line item appropriation was not continued.]

As implied earlier, funding for career education efforts, in the form of line items in general education as vocational education appropriation measures may have existed (or may exist) in States other than those mentioned. The six examples cited (four extant; two no longer in existence) should serve to illustrate this particular category of State legislation for career education.

(2) Resolutions

In recent years the legislatures in four States (California, Hawaii, Indiana, and Kansas) have adopted either a policy statement, as in California, or a resolution in which support of career education is stated. These are briefly described in the following paragraphs:

- California. While not in the form of a resolution, the State Legislature of California included,in Article 7504 of Chapter 1 of the Education Code (1971), a statement of policy that relates to career education. In part, the statement indicated that:

  The Legislature hereby recognizes that it is the policy of the people of the State of California to provide an educational opportunity to the end that every student leaving school shall have the opportunity to be prepared to enter the world of work....

- Hawaii. In 1974 the House of Representatives of Hawaii adopted H. R. 424, which was a resolution requesting the University of Hawaii and the State Department of Education to support career development in the public school system. In part, the resolution stated that:

  WHEREAS, career development or career education is the process of acquiring knowledge, skills and attitudes which will enable an individual to take a productive and satisfying role in society....

  BE IT RESOLVED by the House of Representatives of the Seventh Legislature of the State of Hawaii, Regular Session of 1974, that the University of Hawaii and the Department of Education are requested to support the implementation of career development in the public school system [of Hawaii]....

- Indiana. Senate Bill No. 43, which is a concurrent resolution adopted by the Indiana Legislature in 1978, is the most recent State legislation of this nature (resolutions) to be enacted. As stated in the bill, this is...

  A CONCURRENT RESOLUTION memorializing the Indiana Department of Public Instruction to establish a method for implementation of career education and planning programs in the schools.

  In a subsequent section the Bill stated, in the form of a concurrent resolution:

  That the Indiana Department of Public Instruction be urged to establish a method for implementation of career education and planning programs in the schools.

- Kansas. In 1974 the Kansas State Legislature adopted Senate Concurrent Resolution No. 84, which directed the State Board of Education "to encourage, support and promote career education programs in Kansas School districts...."

  In the resolution, the State Board of Education:

  > ...is hereby directed to provide further leadership in the field of career education so that State goals and objectives can be implemented in the school districts of Kansas at the earliest practicable time....
  >
  > ...the State Board of Education is further directed to prepare and submit to the 1975 legislature a proposed action program....

As suggested earlier, legislative enactments in the Appropriations/Resolution category will vary. Some, as in the Hawaii resolution, may "urge" that something be done, while others, such as the Kansas resolution, may "direct" that some action be taken by a State agency. In any case, however, State legislation of this nature can be (and should be) taken as an expression of support. And as such, it can be very useful as efforts are made to implement, on a broad scale, the concept of career education.

Supportive Legislation. While line item appropriations and resolutions relating to career education assuredly are supportive in nature, they provide what might be deemed direct support. Another type of legislation that might be described as providing indirect support for career education has been enacted during recent years, however. For the purposes of this report, legislation of this nature, i.e., somewhat indirect, has been termed supportive legislation. Basically, it is intended to be developmental or facilitative in scope.

An example of supportive legislation that is developmental in nature can be seen in a California enactment of 1973. This enactment, titled the California Career Guidance Center Law, provided for the establishment of a pilot career guidance center, and for the information gained from the pilot operation to increase the effectiveness of career development programs. This is clearly stated in Article 7467, Legislative Intent:

> The Legislature hereby finds and declares that there exists in this State a serious need to increase the effectiveness of career development programs. For this purpose, the Legislature intends that the one pilot California career guidance Center, established pursuant to this chapter, shall serve as a regional career guidance center....

In Article 7468.1 of the same legislation, the components to be included in the program were enumerated:

> The career guidance center shall develop and maintain a program consisting of, but not limited to, the following components:
>
> (a) An inventory of career guidance measurement instruments for use in determining career aptitudes and interests.
> (b) An inventory of resource material related to the preparation of occupational competencies.
> (c) The development of techniques and practices for, and the conduction of, inservice training of staff in educational agencies implementing career development activities.
> (d) A system for collecting, coordinating, and distributing career information at the local, state, and national levels.
> (e) A basic set of functions for additional centers. (Emphases supplied.)

The California legislation, in addition to the above, directed the Department of Education to evaluate the pilot career guidance center and to submit a report to the Legislature early in the 1975-76 regular legislative session.

The California Career Guidance Center Law clearly was not intended to provide direct support for career education efforts. It did, however, provide for developmental activities which would be valuable in any efforts to implement career education.

State legislation that is supportive of career education, but which is facilitative (rather than developmental) can be seen in enactments of two States, Connecticut and Kansas. The Connecticut legislation (P. A. 75-422) was enacted in 1975, and mandated the development of a five-year master plan for vocational and career education. In part, the Act stated:

> The state board of education shall prepare, with the advice of the advisory council on vocational and career education, representatives of local and regional boards of education, state technical schools, regional community and technical colleges, labor, business and industry and any other individuals or groups said board shall deem appropriate, a five-year master plan for career and vocational education and shall submit said plan to the governor and the general assembly on or before February 15, 1976. (Said master plan shall be revised biennially.)....

With regard to the Connecticut legislation cited above (P. A. 422) special note should be made of several salient points. In the first place, the Act required the development and submission of a five-year master plan. The Act also required fairly active involvement, in the development of the master plan, of a number of interested publics. And finally, the Act required that the master plan be revised every two years. As a result of the legislation, a five-year master plan for career and vocational education in Connecticut was completed early in 1976, and the first biennial revision was accomplished in 1978.

Obviously, the Connecticut legislation of 1975 has served to facilitate the implementation of career education in that State in many ways. The

long-range planning, review, modification, and the active involvement of various publics have all contributed to implementation efforts. And while it would be erroneous to impute a direct cause and effect relationship, the legislation of 1975, together with the planning that was accomplished, undoubtedly had a considerable degree of influence on a subsequent career education incentive measure (P. A. 220) that was enacted in 1978. (The 1978 legislation is discussed in a subsequent section.)

The Connecticut legislation of 1975 is one type of facilitative legislation. Another type, which provides for interdistrict cooperative efforts, can be seen in a 1974 enactment by the Kansas State Legislature. In addition to making provisions for such interdistrict agreements, the legislation stipulated several conditions that would have to be met. Included in the conditions were the following:

> (a) Any such agreement shall specify that the separate legal entity established thereby shall be administered by a board of directors which shall be composed of at least one member from the board of education of each school district which enters into any such agreement. Each board of education shall appoint its representative or representatives to the board of directors. The terms of office of the members of the board of directors shall empire concurrently with their terms as board of education members. Vacancies in the membership of the board of directors shall be filled in the same manner as originally filled within thirty days from the date of the vacancy.
>
> (b) Any power or powers, privileges or authority exercised by the separate legal entity established under any such agreement which relate to educational services shall be limited to special education, vocational education, career education, media services, curriculum development and in-service training for staff programs.
>
> (c) The duration of any such agreement for joint or cooperative action in providing special education services or vocational education services shall be for a term of at least three years but not exceeding five years.

(d) Any such agreement shall be effective only after approval by the state board of education.

(e) Any such agreement shall be subject to change or termination by the legislature. (Emphasis supplied)

Similar arrangements have been provided in several states other than Kansas. The Regional Educational Service Centers in Texas, the Boards of Cooperative Educational Services (BOCES) in New York and Colorado are but a few examples.

As suggested earlier, legislation of this nature is not necessarily intended to implement career education efforts, but instead is designed to facilitate, in some fashion, the implementation efforts that might be made. As such, this type of legislation might well be considered as a "first step", and hence very worthwhile.

Implementation Legislation. As has been noted previously, it is difficult to treat State legislation for career education in terms of categories, groupings, or, for that matter, labels. In the case of State legislation designed to implement career education, for example, there are several sub-groupings that could be used, and there are to be found differences in terminology, as will be seen. Implementation legislation in one State (e.g., Connecticut) may specially include provision for incentive grants; another State's legislation (e.g., Arizona) may only imply the use of such grants. Some State legislation (e.g., Iowa and Michigan) may mandate career education efforts in all schools; other State legislation may simply authorize (as in Mississippi) the establishment of such programs.

Other major differences in State legislation can be found through even a casual perusal of the legislative enactments that are appended. But even recognizing the differences, it is possible to identify one set of enactments that have been designed with one purpose: That of implementing career education. Following is a listing, together with a brief analysis, of the implementation legislation.

- Arizona

  Legislation designed to implement career education in the State of Arizona was enacted as a separate article of law in 1971. The legislation did not mandate career education, but instead provided State career education assistance (financial) for a variety of programs, including:

  (1) Increasing high school career education enrollment;

  (2) Making career testing and counseling available to each common and high school pupil;

  (3) Obtaining, preparing and maintaining reading material, films, tapes and other equipment for the purpose of giving each child an orientation to the world of work through common school classes and availability to common and high school pupils;

  (4) Retraining common school teachers and counselors for the career orientation of pupils to the world of work;

  (5) Providing for teachers and a curriculum for common school districts instituting a course in orientation to the world of work for grades 7, 8 and 9;

  (6) Providing additional teacher-coordinators to implement and coordinate on-the-job work experience for additional pupil-trainees and if necessary provide transportation for such pupils;

  (7) Employing persons to coordinate apprenticeship related training for registered apprenticeship programs; and

  (8) Providing each county with the means to conduct workshops for all common and high school districts within the county.

The Arizona legislation (S. B. 5) also provided for an "organized statewide program of public information and for community involvement for parents in the merits of career education", and for workshops or other activities relevant to career education. It also required the State Board of Education to establish standards for career education, as well as for teachers and counselors engaged in career education efforts.

As noted earlier, the legislation did not mandate career education programs for the schools, but instead authorized assistance only to those schools that had programs such as those above, and which met the standards established by the State Board of Education. To support the activities outlined in the legislation, an initial appropriation of $1,900,000 was made. Subsequent appropriations have been made, and the legislation is currently operative.

• Colorado

Legislation for implementing career education in Colorado (H. B. 1346) became effective on July 1, 1975. As with the Arizona legislation, the Colorado measure did not mandate career education, but rather provided assistance in implementation efforts at all levels of education. That this was the intent of the Legislature is made very clear in the Legislative declaration:

> ...the purpose of this article is to provide assistance in the implementation of career education concepts in the curricula of all school districts, community colleges, and higher education institutions primarily with respect to teacher education programs in the state.

Known as the "Career Education Act", H. B. 1346 went on to define career education, and create an executive committee. The language of the Bill makes it clear that the Legislature intended that a specific make-up, or composition exist in the executive committee, as is seen in Section 22-8-104:

> (1) There is hereby created an executive committee, which shall consist of the commissioner of education, the executive director of the Colorado commission on higher education, the director of occupational education and the director of community and technical colleges of the state board for community colleges and occupational education, and one classroom teacher involved in a career education program or one specialist involved in a career education program....

In addition to creating an executive committee, together with the specified duties thereof, the legislation specified the duties (with regard to career education, that the State Board of Education should assume:

- Approve an annual budget....
- Adopt reasonable rules and regulations for implementation of this article....
- Appoint a state coordinator for career education....
- Prepare an annual progress report for the general assembly....
- Administer and expend all moneys appropriated for career education....
- Provide for the establishment of a statewide career education resource team....
- Provide for the establishment of a state resource center....

The Colorado legislation also provided for the creation of a 23 member advisory council, with the composition again fairly well prescribed, and the duties clearly enumerated.

As with several other State legislative enactments, the Colorado legislation included provision for <u>standards of eligibility</u>:

> Prior to being eligible for receiving funds for career education, each school, group of schools, or board of cooperative services shall submit a career education implementation proposal plan to the state coordinator for executive committee and state board approval.

The Colorado legislation is, obviously, quite comprehensive in nature. In this respect it is similar to several other enactments. It is different from most, however, in that it (SECTION 2) provided an appropriation of $200,000, contingent upon a match of $200,000 in local funds, for implementation of the legislation. The appropriation was originally specified as a "one time" appropriation, with all funding for the Act to expire at the end of one year. Subsequent legislatures, however, have continued to provide funding, contingent upon the matching of local funds. (See Appendix for complete text of H. B. 1346)

- Connecticut

The Connecticut legislation is the most recent State enactment designed to implement the concept of career education, having become law in 1978. It will be recalled that the 1978 legislation, "An Act Concerning Career and Vocational Education Plans and Incentive Grants" (P. A. 78-220) was preceded by facilitative legislation (described earlier) that was enacted in 1975. The original legislation called for the development of long-range plans at the State level; it seems natural that the recent legislation is also directed to planning, but at the local level. Section 1 of the Act states that:

> Each local and regional board of education, with participation by representatives of labor, business, industry and the community, shall develop and submit to the state board of education a statement of policy for career and vocational education and a plan of action to implement such policy. Two or more boards of education may jointly submit such statement of policy and plan of action. The state board of education shall review and approve each such policy and plan in accordance with guidelines established by said board.

As can be seen, the Connecticut legislation mandated the development, by local or regional educational agencies, of a policy statement for career and vocational education and of an action plan designed to implement the policy. The legislation further provided that local or regional agencies whose policy statements and action plans have been approved in accordance with provisions of the Act "may apply to the state board for and shall receive an incentive grant...." A formula for arriving at the amount of grants to local or regional agencies is included in the legislation, but the Act stipulates that any such grant... "shall in no event be less than one thousand dollars".

As with other examples of implementation legislation, the Connecticut legislation provides for what might be termed assurance of quality control, and mandates certain kinds of reporting, as is seen in Section 3:

> Each local and regional board of education, or two or more boards of education acting jointly, which receives funds pursuant to section 2 of this act shall annually develop, with participation by representatives of labor, business, industry and the community, and submit to the state board of education a progress report which includes (1) measures taken to improve and increase career and vocational education opportunities and (2) certification that funds received pursuant to section 2 of this act were expended for the purposes specified.

While the Connecticut enactment is not as lengthy as some of the other examples of implementation legislation, it seems to contain the essential elements, such as provision for planning, funding, and a form of evaluation. (The complete text of P. A. 78-220 may be found in the Appendix.)

• Florida

Legislation relating to implementation of the concept of career education in the State of Florida consists of two enactments. The first of these (S. B. 1025; Ch. 73-235) might well have been included in another category, because it does not specifically address career education. Instead, it mandated the establishment, and maintenance of job placement and follow-up services for all students, which is considered by many to be an essential part of a comprehensive approach to career education.

The 1973 Florida legislation can be perceived as supportive or facilitative, as has been suggested. It is included here as a part of the implementation legislation, however, because of a statement, in Section 1 of the legislation, relating to the purpose of education:

> The basic purpose of education is to prepare students to become productive, employable, and self-supporting members of society, and the problem of transition from school to work is of critical importance. Despite this fact, the public school system does not now provide job placement services or adequate employment services or adequate employment counseling for students leaving the public school, either as graduates or as dropouts....

The second Florida enactment noted relates more directly to implementation of the concept of career education, in that it (CS/HG 3692; 1974) provides for allocation of funds for career education as prescribed annually by the legislature. The legislation, which was a bill relating to Florida public school finance, provided for funding, on a term basis, for various categorical programs, and included "career education programs as provided by law" as one of the categorical programs.

The 1974 legislation did not specify a definite allocation of funds, but instead provided for use of a formula derived allocation, as contained in Section 38:

> ...The department is authorized to allocate an amount as prescribed annually by the legislature to each district for career education in the same ratio as the full-time equivalent student membership in grades kindergarten through twelve of the district to the full-time equivalent student membership in grades kindergarten through twelve of the state for the prior year....
> (Selected portions of the Florida Legislative Acts may be found in the Appendix.)

- Georgia

Several States, as will be seen in a subsequent section, have opted to address the concept of career education in general educational improvement legislation. One might logically infer that when the Georgia Legislature enacted the "Adequate Program for Education in Georgia Act" in 1974, this was the case. However, within the general education measure, a section (32-611a) was devoted (by title) specifically to "Career, occupational and vocational education".

The Georgia legislation directed the State Board of Education to maintain a comprehensive program of career, occupational, and vocational education. The legislation did not specify a dollar amount, but instructed the State Board to annually determine the amount of funds needed to support the mandated activities, and then request the General Assembly to "make such appropriations as are needed". The legislation further authorized the State Board to provide funds to local, as well as to other state agencies for support of the activities noted, and, in the final paragraph of Section 32-611a, directed the Board to:

> ...establish policies, regulations, and standards relating to and necessary for the implementation of this section. (Selected portions of the Georgia legislation may be found in the Appendix.)

• Iowa

State legislation for implementation of the concept of career education in Iowa was enacted in 1975. The legislation (Chapter 280, Section 280.9, Iowa Code) is quite brief when compared to other examples of such legislation. It does, however, mandate incorporation of the total concept of career education into the educational programs of local public and nonpublic schools:

> The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and cocurricular teacher-learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying.

In addition to its brevity, the Iowa legislation is somewhat unique in that it seeks to differentiate between career education and vocational education. The measure states that "career education does not mean a separate vocational-technical program is required," and points out that a vocational-technical program includes units which have as their purpose the equipping of students with marketable skills. The legislation goes on to indicate that:

> Essential elements in career education shall include, but not be limited to:
>
> (1) Awareness of self in relation to others and the needs of society.
>
> (2) Exploration of employment opportunities and experience in personal decision making.
>
> (3) Experiences which will help students to integrate work values and work skills into their lives.

While it is not explicitly stated in the Iowa Implementation legislation, it seems obvious from the wording contained in it (e.g., "shall incorporate into the educational program the total concept...") that the legislature perceived career education as an integral part of, rather than an addition to, the Iowa educational program. The legislation did not require the addition of anything--personnel, funds, materials, and the like. Basically, the only thing it did require was that "incorporation" already noted. (A complete text of Section 280.9, Chapter 280, is included in the Appendix.)

• Kentucky

Legislation designed to implement career education in Kentucky was enacted in 1976, and of course is one of the more recent enactments. In addition, the "Career Education Act of 1976" (H. B. 70) is one of the more comprehensive pieces of State legislation having to do with implementation of the concept of career education.

The Kentucky legislation contains (as do other State enactments) definitions of terms used, and these always serve to alleviate or eliminate the possibility of misunderstandings, and at the same time serve to establish guidelines. For example, H. B. 70 defines career education as:

> ...that life-centered educational process through which students are presented with information, activities, and guidance in the areas of basic learning and academic skill development, self and career awareness, occupational exploration and orientation, and preparation for career decision making designed to:
>
> (a) Increase the relationship between school and society as a whole;
> (b) Provide opportunities for counseling, guidance, and career development;
> (c) Relate the subject matter of the curriculum of school to the needs of persons to function fully in society;
> (d) Extend the concept of the education process beyond the school into the area of employment and the community;

(e) Foster flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(f) Make education more relevant to employment and functioning in society; and
(g) Clarify the distinction between education for vocational purposes and general or academic education.

After defining what the legislature perceived career education to be, the Kentucky legislation went on to describe the purpose of the legislation. Again, this would seem to promote both clarity and understanding. The legislation states in part that

> ....It is the intent of the general assembly in enacting this legislation to emphasize the right of each student in the public schools of this state to obtain the basic knowledge and learning skills necessary for life preparation as the first priority of public education. It is further the intent of the general assembly to provide each student in the public schools with the opportunity to avail himself of those programs and services appropriate to his educational needs in the areas of basic academic and learning skill development; career awareness, exploration, and orientation leading to the ability to make informed career choices....

In the legislation the Kentucky General Assembly included two rather fundamental intentions: First, "to emphasize the right of each student... to obtain the basic knowledge and learning skills necessary for life preparation;" and second, "to provide each student...with the opportunity to avail himself of those programs and services appropriate to his learning needs...." The legislation then listed, in rather specific fashion, how the basic purposes or intentions were to be met. Provisions for administration of the Act, and for curricular areas to be included in the scope of the Act were set forth. In this regard, the legislation is quite specific in that it (Section 158.520) states that:

> Career education shall be conducted in the elementary, secondary, post-secondary, and adult education programs administered by the department of education under authority of the state board of education as a process incorporated into the total curriculum and in conjunction with courses in any appropriate area of study.

In order to implement the legislation, fairly specific procedures were noted in Section 158.540:

> To assure effective implementation of [the Career Education Act of 1976] the department shall, upon passage, institute planning, research, employment of appropriate personnel, and program implementation, and shall develop and submit to the governor, the legislative research commission, and the state board of education a comprehensive plan for achieving the priorities and programs set forth in KRS 158.510 and 158.520. Such plan shall include, but not be limited to the curriculum areas involved in the program; the method by which the program is to be presented in the public schools; procedures for development of model curricula, assisting in providing teacher in-service education and guidance services, and cooperative arrangements established for such purposes with local school districts and institutions of higher education responsible for teacher education.

The Kentucky Career Education Act of 1976 provided for funds to be made available to local school districts desiring to receive funds for career education programs. It did not, however, contain either an authorization for funding or an appropriation of funds. But the legislation was made operative, in the same year it was enacted, with an appropriation by the General Assembly of $2 million. (The complete text of H. B. 70 may be found in the Appendix.)

- Louisiana

Implementation legislation for career education in Louisiana was enacted in 1973 (Senate Bill No. 65). It is therefore one of the earlier enactments, and it is the most lengthy and most detailed of all such State enactments. The intent of the legislation is clear:

> ... to provide for a coordinated comprehensive statewide system of career education from the kindergarten to elementary-secondary school level through the postsecondary level including the vocational-technical school level and into the higher education level, and to implement the system of providing for the facilities, the personnel, administration, organization, finance, budgeting of funds and for functions of the system and matters relating to all of the foregoing....

In order to achieve the purposes noted above, the legislation instructed the State Board of Education to:

> ... plan, develop and provide a coordinated, comprehensive program of career education to encourage and to promote the acquisition of skills for earning a living together with basic academic skills and to develop the potentials of students into abilities that will enable them to be as self-sufficient as their talents permit, to function effectively in society and to live meaningful, enjoyable lives; provided, however, that every student enrolled in elementary or secondary school shall be required to pursue the basic academic curricula that shall be provided in all such schools as a condition precedent to the awarding of a diploma and the graduating from such schools....

The State Board was further directed to implement career education by planning, executing and administering plans for, but not limited to, the following:

- Development of professional skills in career education....
- Allocation of vocational-technical teachers throughout the system of career education....
- Writing or revising the handbook for school administration....
- Printing of curricula and guidelines.... and
- Higher levels of training for career students at institutions of higher learning....

The Louisiana legislation (Senate Bill No. 65) then went on to provide for regional coordination, planning, and administration of post-secondary vocational-technical schools and regional centers. The inclusion of directions for such schools clearly indicates that the Louisiana Legislature perceived vocational-technical education to be a major component of career education. It also seems to indicate that the Legislature thought the objectives of career education could better be attained by focusing primarily on vocational-technical schools and vocational-technical education. This can be even more clearly illustrated by the fact that Senate Bill No. 65 directed that:

> This act shall take effect only if Senate Bill No. 68 of the 1973 regular session is passed by both houses of the legislature of Louisiana and if said Senate Bill No. 68 is not vetoed by the Governor.

Senate Bill No. 68 was an act designed to authorize the State Board Commission to make capital improvements for postsecondary vocational-technical education by:

- Acquiring land;
- Construction, renovating, and equipping facilities;
- Establishing priorities; and
- Issue and sell bonds for financing the project "not in excess of $53,396,171.

When both Senate Bill No. 65 and Senate Bill No. 68 are considered, it should be kept in mind that while the former called for implementation of career education, a major portion of it related to regional post-secondary technical schools. It should also be kept in mind that in the latter Bill, the seemingly huge amount of money provided was provided for capital improvements for postsecondary vocational-technical education. (Selected portions of Senate Bill No. 65 and Senate Bill No. 68 are contained in the Appendix.)

• Michigan

Legislation for the purpose of implementing the concept of career education in Michigan schools was enacted in 1974.

At the time of its enactment, Act No. 97--The Career Education Act--was probably as comprehensive as any other such legislation that had come into being. Yet it was relatively brief; it has only nine fairly short sections.

The Michigan Career Education Act created a career education advisory commission in the State Department of Education. The Act specified that the commission would have a total membership of 20, of which not more than half could represent the education profession. The commission's responsibilities were twofold:

(1) To evaluate current state, regional, local efforts toward career education and shall submit to the state board of education its findings; and

(2) To recommend to the board guidelines and performance objectives for a comprehensive career education program.

The State Board of Education, under the legislation, was directed to recommend statewide guidelines and goals for a comprehensive career education program within nine months, and to develop, in cooperation with other institutions and agencies a plan for professional personnel development.

The Michigan legislation was unique in that it directed the State Board of Education to divide the State into career education planning districts, with each planning district structured so as to increase communication, cooperation, and planning among its member agencies. At the same time, the planning districts were to coordinate and promote career education programs in each of the districts created. Criteria on which establishment of career education planning districts was to be based included:

- Existing intermediate school districts;
- Geographical proximity of local educational agencies to one another;
- Student enrollment; and
- Compatability with service area boundaries of local educational agencies.

The legislation included provisions for creation of "career education planning district councils," patterned along lines similar to the State Advisory Commission. The district councils were to "develop annually, beginning September 1, 1975, a comprehensive, cohesive, and well-coordinated career education plan...."

While the entire Act is mandatory, with regard to implementation procedures relating to career education in Michigan, it is in Section 7 that the full impact is seen:

> ...Beginning with the 1975-1976 school year each local educational agency shall have a comprehensive career education plan and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing guidelines and goals recommended by the state board of education, the planning district's plan, and the local educational agency's performance objectives and plan.

The Michigan Career Education Act did not include provision for funding, but it did in Section 9 direct the State Board of Education to provide the Legislature and the Governor, by February 1, 1975, with "an estimate of the cost of implementing a comprehensive career education plan for the State". (The complete text of Act No. 97 is included in the Appendix.)

• Mississippi

Implementation legislation for career education in Mississippi was enacted in 1976 (Senate Bill No. 2629). As with several other implementation enactments, the Mississippi legislation was not intended to be mandatory, but instead was designed to encourage and promote the inclusion of the career education concept in local educational programs.

The legislation authorized the State Department of Education to establish an office of career education within the agency, and to provide for the services of a State Coordinator of Career Education, whose duties and responsibilities were enumerated:

> Coordinate efforts of the personnel of the State Department of Education, the State's colleges and universities, local public schools and other appropriate agencies to provide the services embraced by this act;
>
> Development of teacher education courses...designed to familiarize teachers and prospective teachers with the career education concept....

The Mississippi legislation directs that cooperation exist between the State Department of Education, the State Coordinator of Career Education, and the governing boards of local school districts in implementing the program.

The legislation also contains, as a concluding statement, reference to career education and school accreditation. In the statement, the legislature directs the Commission on School Accreditation to "encourage the development of plans of career education and the implementation thereof, and shall be authorized to accredit same."

The Mississippi legislature, when formulating and enacting Senate Bill No. 2629, obviously perceived career education as a concept that could be incorporated into local educational programs. It is also obvious that the legislature did not perceive career education to be an "add-on" to the existing program, as is indicated in Section 4:

> In addition to all other authority, duties and powers the governing boards of the several school districts of this state may now have, each is hereby authorized and empowered to adopt plans for the implementation of a career education program as the same best suits the needs thereof and thereby to orient its system to the field of work. In so doing, the governing board shall operate within its regular budget, without the employment of additional personnel and out of any available funds, federal, state, local or private. (Emphasis supplied.)

(The complete text of Senate Bill No. 2629 is included in the Appendix.)

- Utah

The approach used in the State of Utah to implement career education on a widespread basis differs significantly from enactments of other States. Rather than enacting legislation directly addressing career education, the Utah legislature chose to include career education as one of six special purpose optional programs for which certain appropriated funds could be used.

The legislation (H. B. No. 108) specifies that each school district may utilize funds allocated for special purpose optional programs for any one or all of the six programs enumerated. The legislation also specifies, however, that if a district elects to use money for a special purpose program, "it shall observe all standards promulgated by the state board for that program...." It further states that:

> Funds spent for career education shall be used to infuse career education into the school program and to encourage joint endeavors between school districts and the Utah career-oriented community.

(The text of the Utah legislation is contained in the Appendix.)

Early in this Chapter several questions concerning State legislation for career education were posed, with each of the questions suggesting or alluding to an element that might be considered. It was emphasized, however, that all of

the suggested elements would not likely be included in any existing State legislation. It was also suggested that some of the elements would be included in separate State enactments. Such is the case with legislation relating to the State implementation efforts.

When State legislation designed to implement career education is reviewed en toto, it is obvious (as was pointed out earlier) that it does indeed come in a wide variety of sizes, shapes, and looks. It may be very brief, or it may be lengthy; it may be mandatory, or it may be permissive; and it may include (or be tied to) appropriations, or it may remain silent on the matter of funding.

In every instance, it should be kept in mind that the legislation reviewed reflected the concerns as they existed in various States. A review of the legislation, together with the analyses provided, should serve to assist one to focus on, and at the same time to differentiate between, the concerns. This in turn should provide policy-makers and/or legislators with an opportunity to consider either how legislation designed to implement career education might be formulated, or how such legislation might be modified.

Education Reform Legislation. In recent years several States have utilized a somewhat different approach to achieve the goals and objectives of the concept of career education. Instead of developing legislation for career education per se, these States have chosen to include, either explicitly or implicitly, the concept of career education as a component of a general educational improvement effort.

It is of course impossible to ascertain the reasons or motives for including career education as a part of a more comprehensive educational reform or improvement enactment. It is, however, possible to surmise that States are becoming increasingly concerned about the overall educational program, and that they would rather focus on the "big picture", and include several, if not all, essential components. And, as stated previously, the States in which reform legislation has been enacted have included the concept of career education as a major component.

In the State of New Jersey, the legislature enacted, in 1975, the "Public School Education Act of 1975", following a decision by the New Jersey Supreme Court that declared the State's provisions for financing education to be unconstitutional. The Public School Education Act included the goal of public education in New Jersey.

> The goal of a thorough and efficient system of free public schools shall be to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society.

The New Jersey legislation of 1975 did not specifically address the matter of career education. But the inclusion of the phrase, "to function politically, economically, and socially in a democratic society", implies that the concepts of career education be utilized.

In 1977, the Virginia State Legislature enacted legislation relating to standards of quality for public schools in Virginia (Ch. 528). Included in it were several references to career preparation, career development, and career education, including the following:

- The general assembly concludes that a goal of public education must be to enable each student, upon leaving school, to continue successfully a program of advanced education or to enter the world of work....;

- By June 30, 1977, each school division, in cooperation with the board of education, shall have a plan for alternative career education to provide instructional choices for parents and students; and

- By September 1980, each school division shall have a program of laternative career education.

While both the New Jersey and Virginia enactments referred to in the preceding paragraphs relate, either indirectly or directly, to career education, they do not address the matter as comprehensively as does similar legislation enacted recently in two other States--California and Washington.

In 1977 the California Legislature enacted Assembly Bill No. 65, which is a very substantial educational reform effort. In Chapter 6 of the Bill, titled "Improvement of Elementary and Secondary Education", the Legislature stated its intent in a most positive manner:

> The legislature declares its intent to encourage improvement of California elementary, intermediate, and secondary schools to ensure that all schools can respond in a timely and effective manner to the educationa, personal, and career needs of every pupil.

The inclusion of a reference to "career needs" in the opening paragraph of Chapter 6 would seem to be of considerable significance. The significance is underscored by a statement (immediately following) that the Legislature is committed to the belief that schools should:

- Recognize that each pupil is a unique human being to be encouraged and assisted to learn, grow, and develop in his or her own manner to become a contributing and responsible member of society;

- Assure that pupils achieve proficiency in mathematics and in the use of the English language, including reading, writing, speaking, and listening;

- Provide pupils opportunities to develop skills, knowledge, awareness, and appreciations in a wide variety of other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; physical, emotional, and mental health; consumer economics; and career education;

- Assist pupils to develop esteem of self and others, personal and social responsibility, critical thinking, and independent information;

- Provide a range of alternatives in instructional settings and formats to respond adequately to the different ways individual pupils learn; and

- Maintain a schoolwide process for the involvement of parents broadly reflective of the socioeconomic composition of the school attendance area, principals, teachers, other school personnel, pupils attending secondary schools, and the members of the community in the development of school improvement plans.

The California legislation of 1977 (Ch. 6, A. B. 65) admittedly is broad in scope. This is obvious from the several functions of schools that were defined. Throughout the functions or responsibilities of the schools, however, there is a striking similarity to learner outcomes that have been described for career education. (Selected portions of Chapter 6, A. B. 65, are included in the Appendix.)

The year 1977 might well be termed "the year of educational reform legislation", for there were at least four such enactments in that year. In addition to the States already mentioned in this section, the Washington State Legislature also enacted a broad educational reform act (Substitute House Bill No. 960).

The Washington legislation, also known as "The Washington Basic Education Act of 1977", stated that:

> The program evolving from the Basic Education Act shall include (1) the goal of the school system as defined in Section 2 of this 1977 amendatory act, (2) those program requirements enumerated in section 3 of this 1977 amendatory act, and (3) the determination and distribution of state resources as defined in sections 4 and 5 of this 1977 amendatory act.

Section 2 of the Basic Education Act then went on to define, in rather specific form, the goals of the legislation:

> The goal of the Basic Education Act for the schools of the state of Washington set forth in this 1977 amendatory act shall be to provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning. Those skills shall include the ability:
>
> (1) To distinguish, interpret and make use of words, numbers and other symbols, including sound, colors, shapes and textures;
>
> (2) To organize words and other symbols into acceptable verbal and nonverbal forms of expression, and numbers into their appropriate functions;
>
> (3) To perform intellectual functions such as problem solving, decision making, goal setting, selecting, planning, predicting, experimenting, ordering and evaluating; and
>
> (4) To use various muscles necessary for coordinating physical and mental functions.

Throughout the Washington legislation there are few references to "career education". The term is used, however, in connection with "instruction in work skills, which is defined as including:

> ...the instruction of industrial arts, home and family life education, business and office education, distributive education, agricultural education, health occupations education,
>
> vocational education, trade and industrial education, technical education and career education, and shall include career orientation. (Emphasis supplied.)

Use of the term "work skills" in the legislation assumes significant proportions, because it (the legislation) specified program requirements, both in terms of content and time, for the grade levels in the school districts. The requirement for kindergarten, for example, mandates a program offering of 450 hours, and that the program

> ...shall include reading, arithmetic, language skills and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program....

For grades one through three, the requirements included provision for a total program offering of 2,700 hours, with a minimum of 95 percent of the total program offering to be in the basic skills areas of reading/language arts, mathematics, social studies, science, music, art, health and physical education. The Act provided that the remaining 5 percent of the program offering include subjects and activities deemed appropriate for students in such grades.

From this point the legislation becomes more clearly associated with the concept of career education, for, in addition to time and content requirements, it specifies that an increasing percentage of the total program offering be devoted to work skills. In grades four through six, a minimum of five percent is specified for this purpose, while in grades seven and eight a minimum of ten percent is mandated. And in what might be perceived as high school (grades nine through twelve), the legislation mandates that "a minimum of 20 percent of the total program hour offerings shall be in the area of work skills. (Selected portions of Substitute House Bill No. 960 are to be found in the Appendix.)

As noted earlier in this section, recent State legislation having to do with general educational reform or improvement does not directly address the matter of career education. From the contents of the legislation, however, and from the wording used in such legislation, it seems obvious that the State legislatures which have enacted such legislation have perceived career education concepts to be of assistance in effecting the desired reform.

CHAPTER THREE

Observations on the Future of State Legislation for Career Education

In an earlier section of this report is was observed that the Career Education Incentive Act (P. L. 95-207), when fully implemented, would have serious implications for States and State Departments of Education as they proceed with career education efforts.

Implications of P. L. 95-207 for States. Section 6 of the Career Education Incentive Act, for example, specified that "Every State desiring to receive funds appropriated under section 4 for fiscal year 1979 shall submit to the Commissioner an application containing assurances that--

> (1) the State educational agency will be the agency responsible for planning the use, and administering the expenditure, of funds received under this Act, other than funds made available under sections 10, 11, and 12;
>
> (2) the State legislature and the Governor have been notified of the State's application for such funds;
>
> (3) (A) the State will expend, from its own sources, for any fiscal year for which funds are received under this Act, an amount equal to or exceeding the amount which such State expended for career education during the fiscal year preceding the fiscal year for which the determination is made;
> (B) the State will pay from non-Federal sources the non-Federal share of the costs of carrying out the State plan for fiscal year 1980 and for each of the three succeeding fiscal years;
>
> (4) the State will make every possible effort to integrate career education into the regular education programs offered in elementary and secondary schools in the State;
>
> (5) (A) the State educational agency will require that programs of career education assisted under this Act will be administered by State and local educational agencies in such a manner as to effect all instructional programs in elementary and secondary education, and will not be administered solely as a part of the vocational education program;
> (B) the State educational agency will require that programs of career education will be coordinated by an individual having prior experience in the field of career education (who shall be designated as a State coordinator of career education);

(6) such agency will employ such staff as are necessary to provide for the administration of this Act and programs of career education funded under this Act, including a person or persons experienced with respect to problems of discrimination in the labor market and stereotyping affecting career education. including bias and stereotyping on account of race, sex, age, economic status, or handicap, and including at least one professional trained in guidance and counseling who shall work jointly in the office of the principal staff person responsible for such administration and coordination and in the office of the State educational agency responsible for guidance and counseling, if any such office exists;

(7) such agency will continuously review the plan submitted under section 7 and will submit such amendments thereto as may be deemed appropriate in response to such agency's experience with the program;

(8) the State educational agency will comply with the provisions of section 9(b) with respect to the distribution of funds to local educational agencies within the State;

(9) the State educational agency will not allocate payments under this Act among local educational agencies within the State on the basis of per capita enrollment or through matching of local expenditures on a uniform percentage basis, or deny funds to any local educational agency if the applicable jurisdiction in which such agency is located is making a reasonable tax effort solely because such agency is unable to pay the non-Federal share of the costs of programs assisted under this Act;

(10) not less than 15 per centum of that portion of a State's grant for any fiscal year which is not reserved pursuant to section 9 (b) will be used for programs described in section 8 (a) (3) (B); and

(11) the funds received under this Act will be used in accordance with the provisions of section 8.

The assurances called for in Section 6 of the Career Education Incentive Act can, in most instances, be provided through actions of the Chief State School Officer, the State Board of Education, and the State Department of Education. In fact, many States, in anticipation of Federal funding, have already filed such applications and assurances. But there are some States in which established policy or law poses rather significant problems with regard to the assurances required. In such instances, and assuming a desire to receive Federal funds for implementation purposes, certain changes in either the policy or the law might be necessary. This, of course, is one implication for States and State Departments of Education.

Another rather significant implication can be seen in Section 7, which requires the development, and submission to the Commissioner, of State plans which shall--

> (1) set out explicitly the objectives the State will seek to achieve by the end of each of the fiscal years for which funds are made available under this Act in implementing the goal of providing career education for students in elementary and secondary schools within the State, with special emphasis on overcoming sex bias and stereotyping, and set out the methods by which the State will seek each year to achieve such objectives with all resources available;
>
> (2) describe the methods by which the funds received under this Act will be used, in accordance with section 8, to implement the overall objectives in each of the fiscal years for which funds are made available under this Act;
>
> (3) set forth policies and procedures which the State will follow to assure equal access of all students (including the handicapped and members of both sexes) to career education programs carried out under the State plan;
>
> (4) provide adequate assurance that the requirements of section 6 will be met in each fiscal year after fiscal year 1979; and
>
> (5) provide proposed criteria to the Commissioner for the evaluation of the extent to which the State will achieve the objectives set out in the State plan.

While the State plan requirement does not specifically provide for a five-year plan, it is obvious from the wording that this is intended. ("... the objectives the State will seek to achieve by the end of <u>each of the fiscal years for which funds are made available</u> under the act...." seems to reinforce the five-year aspect.) And as a five-year plan, it must be assumed that there will also exist a long-term commitment, on the part of agencies or individuals responsible for implementing and carrying out the plan. To the degree that the assumption is valid, one can see another significant implication for States and State Departments of Education.

Of all the implications of the Career Education Incentive Act, however, none would appear to be as significant to States as the one seen in Section 4 (a), which has to do with authorization of funds, to be appropriated, together with the intended pattern and term of such appropriations.

> Subject to the provisions of subsections (b) and (c), there are authorized to be appropriated $50,000,000 for fiscal year 1979, $100,000,000 for fiscal year 1980, $100,000,000 for fiscal year 1981, $50,000,000 for fiscal year 1982, and $25,000,000 for fiscal year 1983 to carry out the provisions of this Act, other than section 11 of this Act.
> (b) No funds are authorized to be appropriated pursuant to subsection (a) for any fiscal year beginning after September 30, 1970, unless an appropriation was made for the immediately preceding fiscal year.[18]

The Career Education Incentive Act has been termed an example of "sunset legislation" and the wording of Section 4a clearly demonstrates its terminal, or sunset, aspect. This idea has been positively reinforced by a comment made during a recent telephone interview with Congressman John Buchanan (R-Alabama) who was one of the Act's sponsors. In the interview Congressman Buchanan indicated that:

> "The Career Education Incentive Act is a one-time Federal effort, and its whole purpose is to serve as a catalyst to the States, to help them carry through on their own plans for career education."[19]

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[18]Recent Congressional action has resulted in changes in the dollar amounts contained in the Act. The pattern and term, however, remain valid.

[19]Telephone interview conducted and taped presentation to the Career Evaluation Workshop sponsored by The College Board. (New Orleans March 12, 1979.)

The thought expressed by Congressman Buchanan seems to sum up well the intentions held by Congress when the Career Education Incentive Act was enacted into law. At the same time, it tends to underscore the roles and responsibilities that have been assigned, as it were, to the States. If the States, at the end of a five-year period, are to assume responsibility for maintaining career education efforts, how might they best do so? This, it would seem, is the most significant--and very likely the most important--of all the implications P. L. 95-207, the Career Education Incentive Act, holds for States and State Education Agencies.

Options Available to States

In view of the several implications for States contained in the Career Education Incentive Act, it would seem prudent for those in executive positions, policy-making roles, and legislative processes to consider how the implications might be dealt with. What options are perceived to be available to them?

Option: Non-Participation. Certainly one such option that must be considered is that of non-participation in the Federal program outlined in P. L. 95-207. As has been previously noted, many States have already submitted letters of application and assurances to the U.S. Office of Education, which would indicate a high degree of participation on the part of the States. But it is possible, however, that some States, for one reason or another, will have to elect to not participate.

It should be emphasized that non-participation by a State in no way should be construed as either a lack of interest in or a negative view toward career education. Such action may instead be reflective of an emerging attitude in some States to resist what they perceive to be Federal intrusion into State programs. Or such action may have to do with a disappointment with the amount of funds

that may be forthcoming. Or it may simply be the result of restrictive State legislation or policy. Some States have indicated the option of non-participation in the Federal program to be a possibility. The State Coordinators, however, have indicated that career education implementation efforts would no doubt continue in their States.

Option: Non-legislative Actions. A second option with which States might deal with the implications of P. L. 95-207 would seem to be that of establishing policies, developing regulations, or issuing directives at the State level of educational governance. In several States, including New Mexico, Nevada, and Utah, actions of the State Board of Education have provided much impetus for state-wide implementation efforts; in others, actions (and demonstrable support) of the Chief State School Officer have provided similar impetus.

To the extent that a State is capable of meeting the requirements of the Career Education Incentive Act through actions of the State Board of Education or State Department of Education, it may elect to do so for a variety of reasons. Several State Boards of Education, Chief State School Officers, and other educational leaders at the State level have at times voiced concern about restrictions or otherwise constraining State legislation. Such a view was stated several years ago by Robert Meyer, the State Coordinator for Career Education in Wisconsin. According to Mr. Meyer, "... the leadership role at the State level will be in the long run more effective in implementing career education than mandating it through legislation".[20]

Option: State Legislation. A third option, and the primary focus of this report, is of course State legislation relating to career education. As has been

[20]Telephone conversation between the author and Robert Meyer, September 1975.

noted in Chapter Two, nearly half of the States have already chosen this option. Only two such enactments have been made since the Career Education Incentive Act became law, however, so it cannot be said that the majority of the legislation was passed as a result of the implications contained in the Act. Instead, most existing State legislation was enacted as a result of the interest in and concern about various aspects of education (including career education) in the States.

State legislation for career education (as well as the Federal legislation) can serve many essential purposes. It can provide a high degree of legitimacy to the concept; it can provide for a similarly high degree of continuity in implementation efforts; and it can include provisions for funding, whether from newly appropriated or from already existing funds.

States in which legislation for career education is in place undoubtedly will want to review the legislation in the context of the recent Federal legislation, and States in which no legislation now exists will undoubtedly wish to consider the advisability of seeking such legislation. In either event, it should be kept in mind that legislation, in and of itself, does not always assure the achievement of a given goal or set of goals. Other ingredients are essential, and perhaps the most important one is the leadership that is provided by those responsible for enacting the legislation and by those responsible for implementing it.

Leadership has been demonstrated in every State legislature that has been concerned with legislation for career education, and it no doubt will appear unfair to single out one example. Yet the leadership shown by the Arizona State Legislature, when members sent a letter to then Superintendent Shofstall[21] explaining the purposes of the then proposed legislation is an excellent example of legislative leadership.

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[21]The text of the letter referred to may be found on page 20 of this report.

It is interesting to note that an example of legislative leadership is identified with Arizona, which was the first State to enact specific implementation legislation. It is also interesting to note that the second type of leadership--that is, leadership by those charged with implementing the legislation--is exemplified in a Connecticut document. (Connecticut, of course, has the most recent legislation.) The text of a memorandum sent by Commissioner of Education Mark R. Shedd (June 5, 1978) to all Superintendents of Schools reads as follows:

> The efforts of educators, such as you and your staff, your board of education members and other representatives of the community, have greatly contributed to making possible An Act Concerning Career and Vocational Education Plans and Incentive Grant, PA 78-220.
>
> Attached, herewith, are guidelines and instructions for completing a grant application for funds available to your local education agency under this legislation.
>
> It should be noted that this is an "incentive grant" providing limited funding for one year, with a possibility of extension for one more year. Under these circumstances, your funding requests should address expenditures that will have the greatest impact on the development of career and vocational education without imposing an unmanageable burden upon your local school district at the expiration of the grant.
>
> Your attention, also, is called to the technical assistance that can be procured through the regional Career Education Resource Center serving your district. Some of these services are available on a regional basis without cost. Other more intensive services may be procured at a very moderate cost, purchasable through funds available under this Act.
>
> Staff members of the State Department of Education, particularly in the Division of Vocational Education and the Division of Instructional Services, also are available to assist you in the implementation of your Action Plans.
>
> If you seek further information or help in these matters, call the Coordinator of Career Education, Saul H. Dulberg, 566-5287.

As suggested earlier, leadership such as illustrated by the examples used has existed in nearly every State having legislation for career education. Chief State School Officers, State Advisory Council members, and State Coordinators have all demonstrated leadership. And at the same time these same people have

attempted to help people to understand the purposes, as well as the content, of the legislation. Without such understanding true implementation of any legislation would be difficult.

People who are likely to be affected by a given change--e.g., legislation for career education--will usually support the change in proportion to their understanding of the need for it. In the case of State legislation for career education, this would seem to be true.

Of the three options suggested here, it would be impossible to say that one is the most desirable and that another is least desirable. Proponents of career education, however, would hope that the first, i.e., non-participation, would not be widely accepted. Those same proponents would no doubt hope, for reasons already noted, that State legislation be used as the vehicle with which to implement and maintain the concept of career education as an integral part of the educational system.

But, as has also been suggested, the individual States are different, each with its own heritage, traditions, customs, and, at least in part, its own attitude toward governance. And because of this, while many States will (and have been able to) perceive the matter of legislation for career education as the most practical option, others may in fact elect some other option.

State Legislation for Career Education: Trends and Perceptions

A rather extensive review of State legislation relating to career education, as it has been enacted since 1970, was presented. While some twenty seven such enactments were reviewed in Chapter Two, it should not be inferred that legislation for career education exists in twenty seven States. Some States, such as California and Connecticut, and New Jersey have enacted more than one piece of legislation. Other enactments (appropriations: Virginia and Washington) have not been continued. But it can be said that since 1970 at least twenty seven

State enactments relating to career education have been made. And this figure is impressive, when one considers the fact that the legislation reflects actions in at least twenty one States.

It is obvious from the above that during the past eight or nine years there has been a trend toward some form of State legislation aimed at supporting the concept of career education. The words, "some form of legislation" must be emphasized, however. When one examines the types (or categories) of legislation, and when one considers the chronology, discernment of apparent trends becomes more difficult.

As noted in Chapter Two, at least ten States have chosen to support career education efforts through legislative enactments such as special line appropriations or resolutions. At least six States opted for the former method of support, but of those, at least two have not been continued. Does this indicate a trend? It is not possible to say. It does seem significant, however, to note that four of the States have continued this mode of support through two or more bienniums. It is also of some significance to note that several of the Chief State School Officers in States in which this type of support is provided have expressed satisfaction with it. (The same is true for State Coordinators of Career Education in those States.)

Earlier it was noted that two States in which line item appropriations were used to support career education have chosen not to continue it. Lest these actions be construed as being indicative of non-support, it should be pointed out that both of the States--Virginia and Washington--have since enacted broad educational reform legislation that includes the concept of career education.

In terms of line item appropriations, there does not seem to have been any kind of a trend since the first enactments were made. The enactments that have been continued in the past seem likely to be continued in the future. There does not, however, appear to be any great amount of interest among other States in seeking this type of support.

As has been pointed out; some four States have utilized legislative resolutions or policy statements to indicate support for career education. The number obviously increased since the first was enacted by California in 1971. Hawaii and Kansas each enacted resolutions in 1974, and the Indiana legislature adopted a resolution supportive of career education in 1978. While the number did increase, it would be erroneous to indicate the existence of any trend. Other States may see such legislative actions in the future, but from indications provided by State Coordinators of Career Education, the probability seems to remain small.

Supportive legislation, of the type enacted in California, Connecticut, Kansas, and others, has been designed, as has been noted, to provide some form of preliminary step toward implementation of the career education concept. As such, this type of legislation may be perceived as a strategy for implementation. Most States, however, have not seen fit to enact such legislation prior to what might be termed implementation legislation. In this category, there is no discernible trend.

Of the four categories noted in Chapter Two, the most apparent trend has been toward legislation specifically designed to implement, on a broad scale, the concept of career education. Arizona, it will be recalled, enacted this type of legislation in 1971, and Connecticut did so in 1978. In the interim, however, eight other States enacted similar legislation.

But while it can be said that from 1971 to 1978 there was a discernible trend among the States toward implementation legislation, it cannot be said that the trend was toward a specific kind of legislation. Some enactments were permissive, while others were mandatory. Some enactments included appropriations, while others remained silent on the topic. All legislation in this category, however, had a common goal: The broad-scale implementation of the concept of career education in the respective States.

As stated, there was a fairly clear trend toward legislation of this nature during the years 1971-78. There are indications that the trend may continue, for there are States in which such legislation is being seriously considered. A career education bill has been introduced in the Texas State Legislature by Representative William Blanton, and, if enacted, would provide for widespread implementation of the concept.[22] Similar legislation, while not yet drafted, has been under consideration in New York. And there have been several other expressions of interest from other States, according to Dr. Gene Hensley, Director of the Career Education Project of the Education Commission of the States (ECS).[23]

In recent years--1977 in particular--a somewhat different legislative approach to implementation of career education emerged. This approach, described in Chapter Two, consisted of including at least the concepts, or component parts, of career education in general education reform bills.

Whether or not there is a trend in this direction remains to be seen, but four States (New Jersey, Virginia, California, and Washington) have enacted

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[22]From a telephone conversation between the author and Representative Blanton, March 12, 1919.

[23]The Career Education Project of ECS, for the past year, has been working with States that have expressed an interest in legislation for career education.

legislation of this nature, and several State Coordinators have expressed the opinion that, in their States, this seems to be the most promising approach.

It was noted earlier that States were able to choose one of several options regarding participation in the Federal program contained in P. L. 95-207. One of the options, it will be recalled, had to do with non-legislative action, such as policies, directives, and similar actions of State Boards of Education. There may not be a discernible trend in this direction, but Chief State School Officers in States which have no legislation for career education have on occasion stated that they would prefer to have no legislation. Again, it would be incorrect to describe this as a trend, but for some States, it remains a distinct possibility.

Insofar as State legislation for career education is concerned, some trends seem to be apparent, and the most significant would seem to be that which is intended for implementation purposes. There may well be a trend toward broad educational reform legislation, however, in view of several recent State enactments.

State Legislation for Career Education: Some Considerations and Guidelines

It goes without saying that there are innumerable considerations that should be made with regard to State legislation for career education, and that many will have to be made in the context of the individual State. There are some considerations that would seem to be necessary in any case, and, similarly, it would seem to be prudent for all concerned to make them.

A first such consideration has to do with who actually wants, or is attempting to have, State legislation for career education enacted or maintained. Is it the Chief State School Officer? The State Coordinator for Career Education? The State Advisory Council for Career Education? Members of the State Legislature? The Governor? Or some other interested and concerned individual or group?

Obviously, the ideal answer to the basic question as to who wants such legislation would include all of the publics suggested in the preceding paragraph. But this is not generally the case.

State Coordinators of Career Education, by and large, have expressed a desire to have implementation or otherwise supporting State legislation. With few exceptions, Coordinators in States having legislation have expressed general satisfaction with the legislation as it exists. And, in many States having no legislation, Coordinators would like to see it exist. In both cases, it is apparent that the Coordinators perceive many advantages to legislation, with perhaps the most important one being that of providing them (the Coordinators) with the wherewithall necessary to accomplish their fundamental task--i.e., the implementation of career education.

On the other hand, Chief State School Officers, generally speaking, do not seem to be in agreement with regard to the need for State legislation for career education.

In States where such legislation exists, Chief State School Officers have clearly indicated that the legislation has resulted in considerable progress in career education efforts. Some have commented, however, on aspects such as restrictiveness, lack of flexibility, lack of involvement, and a lack of funds with which to make such legislation operative. But even with the comments (about how existing legislation could be better) there seems to be general satisfaction with the legislation where it exists.

In States where no legislation for career education exists, there seems to be a general resistance, on the part of Chief State School Officers, to State legislation for career education. Some have expressed concern about any form of categorical legislative enactments relating to education. Others, for various reasons, have not wanted to become involved in what could be perceived as political issues. And still others--a substantial number--have expressed the idea that as long as the goals of education, including those embodied in career education, can be attained without legislative enactments, it is better not to have (or seek) legislation.

The creation in recent years of State Advisory Councils for Career Education has resulted in the emergence of another set of publics which may or may not desire to see State legislation for career education enacted. In some instances Advisory Councils will perceive, among other things, the advantages perceived by State Coordinators. In other instances, they may perceive the constraining aspects (or the lack of necessity) that have been perceived by some Chief State School Officers. Most State Advisory Councils are deeply committed to attaining goals of career education, and they want to see the task accomplished. In so doing, it seems that they will choose the most expedient method.

Similar observations could be made concerning other publics essential to the development of State legislation for career education. Members of State Legislatures, members of the Executive offices, as well as influential citizens and groups, all may or may not want to see legislation of this nature enacted.

It is not likely that unanimous agreement will be found among all of the publics involved. But it seems imperative that a consensus as to what is desired be had. There may be instances in which a State Coordinator wants to see legislation

enacted, but in which the Chief State School Officer prefers not to have legislation. There may be instances in which a State Legislator, on the basis of input from his or her constituency, drafts and introduces legislation in isolation from the State Education Agency or the State Advisory Council. In such situations, the various publics may find themselves working at cross purposes, and the net results may be counter-productive.

Again, a foremost consideration, with regard to legislation for career education, must be concerned with who wants it. Every effort should be made to make this determination at the outset. If this is not done, serious problems, including an alienation of or a disaffection with career education efforts, polarization of positions, personal clashes, and perceived challenges to authority, are likely to result.

Another major consideration concerning the matter of State legislation relates to the "why?" The Career Education Task Force of the Education Commission posed the question in a clear and concise manner:

> If career education is needed, because it provides us with a way of responding to a major educational challenge, why is legislative leadership needed? Can't teachers and schools be expected to adopt it without legislation?[24]

There are many ways of answering the question posed by the ECS Task Force, and all may be valid answers. The important point is, however, that the question be answered in a manner that is satisfying to all concerned. Since people have both the capability and tendency to support what they understand and resist what they do not understand, it is essential that the "Why?" be answered in a satisfying manner. Such action will tend to facilitate understanding, lessen resistance, and create a stronger support base.

With considerations of the "who" and "why" already mentioned, it seems to logically follow that a third major consideration relating to State legislation

[24]Education Commission of the States, op. cit., p. 4.

should be related to the "what". What should the legislation look like? What should be the contents? How is the legislation to be implemented?

As with other considerations noted, questions such as the above must be asked and answered. But before it will be possible to provide suitable answers, it will be necessary to determine the intent of the proposed legislation. Only by doing this will it be possible to define or describe what the legislation should look like and what provisions should be included in it. Is it intended that implementation efforts be mandatory, or is the intent to make them permissive? Is the intent of the legislation one of providing additional funds for support of implementation efforts, or is the intent that of directing or asking local schools to reallocate existing appropriated funds? Answers to the latter type of questions will provide direction to answers to the former type. And when this is done, the "what" will be fairly evident.

The three journalistic "W's" (Who, Why, and What) that have been suggested as major considerations when legislative actions are sought should no doubt be followed by the other two (Where and When). The "Where", of course, could refer to any number of aspects, such as Where should career education be implemented? Where should career education efforts exist in relation to other educational endeavors? And Where should career education, as a State level activity, be housed?

With regard to the "When", it should be evident that there are times when legislative enactments should be brought forth, and then there are times when such enactments should be kept in the desk, so to speak. Anyone who has been involved in the development, promulgation, introduction, and passage of State legislation will readily understand the role (and value) of timeliness.

Inherent in the five considerations suggested in the preceding paragraphs are many suggested guidelines. When the matters are considered, therefore, it would seem prudent for those considering the matter to extract and set forth those guidelines that apply.

Similarly, guidelines were suggested by the questions about legislation that were posed in Chapter One. Again, however, only those guidelines that are clearly relevant to the efforts being made should be used.

For those who are interested in examining State legislation for career education as it might exist, together with yet another set of suggested guidelines, the ECS booklet, Legislating for Career Education,[25] should be obtained and carefully examined. This booklet, which is a product of the ECS Task Force on Career Education contains many worthwhile guidelines for consideration. And it also contains (p. 43ff.) suggested provisions for a career education act.

As stated, many guidelines have been suggested in this and other publications, and to attempt to reiterate them here would not seem to be necessary. It would seem to be useful, however, to conclude this Chapter with a few guidelines which have been expressly mentioned by Chief State School Officers:

- State legislation for career education should be flexible enough to allow career education efforts to be blended with other educational endeavors.
- State legislation for career education should never be developed without the active involvement of the State Department of Education and the Chief State School Officer.
- State legislation for career education should include provision for funding, either through the appropriations process, or through the specification that already appropriated funds be utilized.
- State legislation for career education should clarify confusion between career education and other educational programs.

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[25] Ibid.

- State legislation for career education should make it clear that the ultimate responsibility for maintaining career education efforts lies with the local schools. (State assistance, as with other programs, would always be available. Implementation and maintenance, however, would be the responsibility of the local school or school district.)

APPENDIX

ARIZONA REVISED STATUTES

ARTICLE 9. CAREER EDUCATION PROGRAM

15-1199. Programs of career education

A. State career education assistance is payable for the following programs:

1. Increasing high school career education enrollment.

2. Making career testing and counseling available to each common and high school pupil.

3. Obtaining, preparing and maintaining reading material, films, tapes and other equipment for the purpose of giving each child an orientation to the world of work through common school classes and availability to common and high school pupils.

4. Retraining common school teachers and counselors for the career orientation of pupils to the world of work.

5. Providing for teachers and a curriculum for common school districts instituting a course in orientation to the world of work for grades 7, 8, and 9.

6. Providing additional teacher-coordinators to implement and coordinate on-the-job work experience for additional pupil-trainees and if necessary provide transportation for such pupils.

7. Employing persons to coordinate apprenticeship related training for registered apprenticeship programs.

8. Providing each county with the means to conduct workshops for all common and high school districts within the county.

B. State career assistance shall also provide for an organized statewide program of public information and community involvement for parents in the merits of career education.

C. Workshops and other appropriate education activities may be authorized and financed under any relevant program under this section.

15-1199.01. Career education powers and duties of state board

A. The State Board of Education shall:

1. Establish standards and qualification requirements for school district and county career education program objectives.

2. Review the proposed program objectives of each school district and county as to the conformity to prescribed standards and qualifications, appropriateness of priorities, workability of procedures and overall value.

3. Approve or disapprove program objectives, with approval being subject to funding availability.

4. Prescribe standards for the certification of career education teachers and for the necessary career education competence of counselors.

B. The State Board of Education may promulgate all rules and regulations necessary to the operation of this article.

15-1199.02. Career education powers and duties of superintendent

The Superintendent of Public Instruction shall:

1. Prepare and distribute all necessary forms for application by any school districts or counties for state career [education] assistance to a district or county career education program.

2. Allocate monies from appropriations made to the Department for state career education assistance to school district or county career education programs approved by the State Board with priority based on the date of Board approval.

3. Review the operation of all career education programs which receive state assistance to determine compliance with the provisions of this article and the State Board standards and qualifications and the proposed program objective as submitted to and approved by the State Board.

4. Suspend allocations of State career education assistance otherwise payable to any approved county or district program based on the review required under paragraph 3 and a finding of failure to comply with standards, qualifications or program objective.

HOUSE BILL 893

Seventieth General Assembly
Regular Session, 1975

A BILL

by: Joint Budget Committee

For An Act To Be Entitled
"AN ACT TO MAKE AN APPROPRIATION FOR PERSONAL SERVICES AND OPERATING EXPENSES OF THE DEPARTMENT OF EDUCATION - CAREER EDUCATION FOR THE BIENNIAL PERIOD ENDING JUNE 30, 1977; AND FOR OTHER PURPOSES."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. REGULAR SALARIES. There is hereby established for the Department of Education - Career Education for the 1975-77 biennium, the following maximum number of regular employees whose salaries shall be governed by the provisions of the Uniform Classification and Compensation Act, and all laws amendatory thereto and by the provisions of the Regular Salary Procedures and Restrictions Act. Provided, however, that any position to which a specific maximum annual salary is set out herein in dollars, shall be exempt from the provisions of said Uniform Classification and Compensation Act, but shall not be exempt from the provisions of the Regular Salary Procedures and Restrictions Act.

Item No.	Title	Maximum No. of Employees	Maximum Annual Salary Rate Fiscal years 1975-76	1976-77
(1)	Asst. Supervisor or Area Supervisor	1	Grade 19	
(2)	Secretary II	1	Grade 09	
	MAXIMUM NUMBER OF EMPLOYEES	2		

SECTION 2. APPROPRIATIONS. There is hereby appropriated to be payable from the Department of Education General Fund Account, for personal services and operating expenses of the Department of Education - Career Education for the biennial period ending June 30, 1977, the following:

Item No.		Fiscal Years 1975-76	1976-77
(1)	Regular Salaries	$22,228	$22,980
(2)	Soc. Sec. and Ret. Matching	3,112	3,217
(3)	Maintenance and General Operation	61,473	66,494
(4)	Group Health Insurance	264	262
	TOTAL AMOUNT APPROPRIATED	$87,077	$92 5

SECTION 3. COMPLIANCE WITH OTHER LAWS. Disbursement of funds authorized by this Act shall be limited to the appropriation for such agency and funds made available by law for the support of such appropriations; and the restrictions of the State Purchasing Law, the General Accounting and Budgetary Procedures Law, the Revenue Stabilization Law, the Regular Salary Procedures and Restrictions Act, and other fiscal control laws of this State, where applicable, and regulations promulgated by the Department of Finance and Administration, as authorized by law, shall be strictly complied with in disbursement of said funds.

SECTION 4. EMERGENCY CLAUSE. It is hereby found and determined by the Seventieth General Assembly that the Constitution of the State of Arkansas prohibits the appropriation of funds for more than a two (2) year period; that the effectiveness of this Act on July 1, 1975, is essential to the operation of the agency for which the appropriations in this Act are provided, and that in the event of an extension of the Regular Session, the delay in the effective date of this Act beyond July 1, 1975, could work irreparable harm upon the proper administration and providing of essential governmental programs. Therefore, an emergency is hereby declared to exist and this Act being necessary for the immediate preservation of the public peace, health and safety shall be in full force and effect from and after July 1, 1975.

ASSEMBLY BILL NO. 65

[Selected Portions]

SECTION 46. Chapter 6 (commencing with Section 52000) is added to Part 28 of the Education Code, to read:

CHAPTER 6. IMPROVEMENT OF ELEMENTARY AND SECONDARY EDUCATION

Article 1. General

52000. The Legislature declares its intent to encourage improvement of California elementary, intermediate, and secondary schools to ensure that all schools can respond in a timely and effective manner to the educational, personal, and career needs of every pupil. The Legislature is committed to the belief that schools should:

(a) Recognize that each pupil is a unique human being to be encouraged and assisted to learn, grow, and develop in his or her own manner to become a contributing and responsible member of society.

(b) Assure that pupils achieve proficiency in mathematics and in the use of the English language, including reading, writing, speaking, and listening.

(c) Provide pupils opportunities to develop skills, knowledge, awareness, and appreciations in a wide variety of other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; physical, emotional, and mental helath; consumer economics; and career education.

(d) Assist pupils to develop esteem of self and others, personal and social responsibility, critical thinking, and independent judgment.

(e) Provide a range of alternatives in instructional settings and formats to respond adequately to the different ways individual pupils learn.

(f) Maintain a schoolwide process for the involvement of parents broadly reflective of the socio-economic composition of the school attendance area, principals, teachers, other school personnel, pupils attending secondary schools, and members of the community in the development of school improvement plans.

The Legislature, by the provisions of this chapter, intends to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization to meet the needs of pupils at that school.

52001. As used in this chapter:

(a) "Other school personnel" means persons who work directly and on a regular basis with pupils, including administrative employees, as defined in subdivision (d) of Section 33150, pupil services employees, as defined in subdivision (c) of Section 33150, and classified employees.

(b) "Community member" means a person who is neither in the employment of the school district, nor the parent or guardian of a pupil attending the participating school.

(c) "School improvement plan" means a plan which meets the requirements of Section 52014 developed at an individual school and submitted to a local governing board for approval.

(d) "School improvement program" means a program developed pursuant to an approved school improvement plan.

(e) "District master plan" means a plan which meets the requirements of subdivision (b) of Section 52034.

(f) "Planning grant" means allowances as described in Section 52049 to develop a school improvement plan.

(g) "Implementation grant" means allowances as described in Section 52049 to implement school improvement plans.

(h) "Participating schools" means schools which participate in the school improvement program pursuant to this chapter.

(e) "Secondary schools" means intermediate and secondary schools maintained by a school district.

Article 2. School Improvement Plans

52010. With the exception of subdivisions (a) and (b) of Section 52011, the provisions of this chapter shall apply only to school districts and schools which participate in school improvement programs authorized by this article.

No school shall receive funds pursuant to this chapter unless a planning application or school improvement plan has been approved for the school pursuant to this chapter.

52011. The governing board of each school district shall:

(a) Ensure that the principal of every school receives information covering the provisions of this chapter, and provides such information to teachers, other school personnel, parents, and, in secondary schools, pupils.

(b) Adopt policies to ensure that prior to scheduled phase-in, a school site council as described in Section 52012 is established at each school site to consider whether or not it wishes the local school to participate in the school improvement program. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and, in secondary schools, pupils have an opportunity to meet in public to establish such council.

Upon a vote of a majority of the persons represented pursuant to subdivision (a) of Section 52012 and a majority of the persons represented pursuant to subdivision (b) of Section 52012, the council may request the governing board to exclude the school from participation in the school improvement program authorized by this chapter. If the governing board accepts such request, the schedule developed pursuant to subdivision (c) of this section shall be amended to provide for reconsideration of this action at the school no later than three years from the date of the decision not to participate. Final determination as to whether a local school will participate in the school improvement program shall rest with the local governing board.

(c) Establish a plan for the phase-in of schools. Such plan shall ensure that at least one-half of the schools that are participating in any year are schools with the greatest numbers or concentrations of educationally disadvantaged youth until all such schools participate.

52012. A school site council shall be established at each school which participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel, and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel, and (b) equal numbers of parents and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subdivisions (a) of this section.

Existing schoolwide advisory groups or school support groups may be utilized as the school site council if such groups conform to the provisions of this section.

The term and method of selection and replacement of council members shall be specified in the school improvement plan developed pursuant to Section 52014.

The Superintendent of Public Instruction shall provide several examples of selection and replacement procedures which may be considered by school site councils.

52013. Any school site council may apply to the local governing board for a planning grant to develop a three-year school improvement plan.

School level plans developed pursuant to the Early Childhood Education Act of 1972 shall be deemed to meet the requirements for plans under this chapter.

52014. Each plan shall be based on an assessment of school capability to meet the educational needs of each pupil, specify improvement objectives, and indicate steps necessary to achieve such objectives, including intended outcomes. The three year plan shall include activites to implement the components in Sections 52015, 52016, and 52017 within three years. Each school site plan shall provide for annual activities for subdivisions (a), (b), (c), (f), and (g) of Section 52015 and subdivision (a) of 52016; provided that different aspects within subdivision (a) of 52015 may be emphasized in different years. If the school site council finds that an existing program in any component area is of high quality, such program need only be briefly described in the school improvement plan.

52015. Each plan shall include:

(a) Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each pupil which enable all pupils to:

(1) Make continuous progress and learn at a rate appropriate to their abilities.

(2) Master basic skills in language development and reading, writing, and mathematics pursuant to Sections 51215 and 51216.

(3) Develop knowledge and skills in other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education.

(4) Pursue educational interests and develop esteem for self and others, personal and social responsibility, critical thinking, and independent judgment.

Consideration shall be given to the use of community resources, such as museums, libraries, and communications media, to achieve instructional improvement objectives.

(b) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language such pupils understand; educationally disadvantaged pupils; and pupils with exceptional abilities or needs.

(c) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers as provided in Section 52019.

(d) Improvement of the classroom and school environments, including improvement of relationships between and among pupils, school personnel, parents, and the community, and reduction of the incidence among pupils of violence and vandalism.

(e) Other objectives as established by the council.

(f) The proposed expenditure of allowances provided pursuant to Article 4 (commencing with Section 52045) of this chapter and other state or local funds available to support the school improvement program.

(g) Ongoing evaluation and modification of the school improvement plan by the council based on information regarding;

(1) The degree to which the school is meeting its improvement objectives as assessed by parents, teachers, other school personnel, and pupils.

(2) Student achievement.

(3) Improved school environment as measured by indicators such as (A) the incidence among pupils of absenteeism, suspension, expulsion, and dropouts and the incidence and costs of school violence, vandalism, and theft of school or private property while participating in school activities, (B) pupil attitudes toward school, self, and others, (C) incidence of absenteeism, resignations and requests for transfers among teachers, pupils, parents, administrators, and other school personnel with school services and decisionmaking processes.

(4) The degree to which fiscal expenditures meet the criteria of the school improvement plan.

HOUSE BILL No. 1346

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Title 22, Colorado Revised Statutes 1973, as amended, is amended BY THE ADDITION OF A NEW ARTICLE to read:

ARTICLE 8

Career Education

22-8-101, Short title. This article shall be known and may be cited as the "Career Education Act".

22-8-102. Legislative declaration. The general assembly, recognizing the obligation of the state of Colorado to provide educational opportunities to all persons which will enable them to lead fulfilling and productive lives and recognizing the necessity to design the educational process so as to prepare each individual to live a rewarding and productive life, declares that the purpose of this article is to provide assistance in the implementation of career education concepts in the curricula of all school districts, community colleges, and higher education institutions primarily with respect to teacher education programs in this state.

22-8-103. Definitions. As used in this article, unless the context otherwise requires:

(1) "Career education" means a systematic, comprehensive, and continual learning process from kindergarten through post high school designed to assist each individual to assess regarding career choices.

(2) "Career education concept" means the utilization of classroom curricula and community resources to provide students with a continual learning process that involves awareness, exploration, and pursuit of, and preparation for, life roles and careers.

(3) "School district" means a school district organized and existing pursuant to law, and including junior or community colleges.

(4) "State board" means the state board of education.

22-8-104. Executive committee - duties. (1) There is hereby created an executive committee which shall consist of the commissioner of education, the executive director of the Colorado commission on higher education, the director of occupational education, the director of community and technical colleges of the state board for community colleges and occupational education, and one classroom teacher involved in a career education program or one specialist involved in a career education program, which members shall be jointly responsible for:

(a) Submitting recommendations for the position of state coordinator to the state board;

(b) Submitting recommendations to the state board for the implementation of various career education concepts; and

(c) Such other duties as may be necessary to carry out the purposes of this article.

22-8-105. State board of education - duties. (1) The state board, after consideration of recommendations submitted by the executive committee, shall:

(a) Approve an annual budget following review and recommendation by the executive committee;

(b) Adopt reasonable rules and regulations for the implementation of this article;

(c) Appoint a state coordinator for career education, which position is hereby created, define the responsibilities and duties of the state coordinator, and appoint the necessary staff to assist in the carrying out of his duties;

(d) Prepare an annual progress report for the general assembly no later than January 1 of each year. The report shall include data regarding the effectiveness of career education concepts utilized in each given year;

(e) Administer and expend all moneys appropriated for career education upon recommendation by the executive committee;

(f) Through a selective procedure, provide for the establishment of a statewide career education resource team composed of those teachers, counselors, and administrators who have effectively utilized career education concepts in their teaching, counseling, or administrative experience. The state resource team shall aid state institutions of higher education, school districts, and teachers in the implementing of career education concepts in their respective curricula.

(g) Provide for the establishment of a state resource center which will aid in providing resource materials for career education activities in the classroom and community and which will further the integration of career education in classroom curricula.

22-8-106. State advisory council - composition. (1) (a) There is hereby created the state advisory council for career education, consisting of twenty-three members to be appointed by the governor, with the state coordinator of career education serving as the executive secretary to the council.

(b) In determining council membership, geographic, economic, educational, social, occupational, and racial representation shall be factors considered.

(c) The executive committee shall submit recommendations to the governor for fifteen of the council positions.

(d) Four members shall be from the general assembly, two from the house education committee, and two from the senate education committee.

(e) The governor shall appoint four members-at-large.

(2) Eleven of the initial members shall be designated to serve two-year terms and twelve of the initial members shall serve three-year terms; thereafter succeeding appointments shall be made only for two-year terms.

(3) New appointments or reappointments shall be made prior to July 1 of each year; such members shall take office at the first meeting after July 1. The council shall elect a chairman from among its members within sixty days after July 1.

(4) Members shall receive no compensation for their services but shall be reimbursed for their actual and necessary expenses incurred in the performance of their duties on the council.

(5) The council shall meet at the call of the chairman, but not less than six times during each calendar year. Twelve members of the council shall constitute a quorum.

22-8-107. Duties of the state advisory council. The duties of the state advisory council shall be:

(a) To stimulate and encourage throughout the state the establishment and promotion of local career education advisory councils;

(b) To assist the communities and organizations within the state in organizing and creating their own career education advisory councils;

(c) To advise the executive committee on changes desired in career education and to identify needs for funding, evaluation, and implementation of new concepts for career education.

22-8-108. Standards for eligibility. Prior to being eligible for receiving funds for career education, each school, group of schools, or board of cooperative services shall submit a career education implementation proposal plan to the state coordinator for executive committee and state board approval.

SECTION 2. Appropriation. There is hereby appropriated out of any moneys in the state treasury not otherwise appropriated, to the department of education, for the fiscal year commencing July 1, 1975, the sum of two hundred thousand dollars ($200,000) or so much thereof as may be necessary, contingent upon a match of two hundred thousand dollars ($200,000) of local funds, for implementation of this act. The appropriation made by this section is intended to be a one-time appropriation and all funding for this act shall expire on June 30, 1976.

SECTION 3. Effective date. This act shall take effect July 1, 1975.

SECTION 4. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

PUBLIC ACT NO. 78-220

AN ACT CONCERNING CAREER AND VOCATIONAL EDUCATION PLANS AND INCENTIVE GRANTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Each local and regional board of education, with participation by representatives of labor, business, industry and the community, shall develop and submit to the state board of education a statement of policy for career and vocational education and a plan of action to implement such policy. Two or more boards of education may jointly submit such statement of policy and plan of action. The state board of education shall review and approve each such policy and plan in accordance with guidelines established by said board.

Sec. 2. (a) Each local or regional board of education, or two or more boards of education acting jointly, which submits a statement of policy and plan of action approved in accordance with section 1 of this act, may apply to the state board of education for and shall receive an incentive grant for purposes of providing improved and increased career and vocational education opportunities.

(b) Such grant shall be in an amount equal to the product obtained by multiplying the total appropriation available for purposes of subsection (a) of this section by the ratio which the number of public school pupils enrolled in the applicant school district or districts in kindergarten through grade twelve, bears to the total number of such pupils enrolled in public schools statewide, provided the grant to any board or boards of education shall in no event be less than one thousand dollars.

(c) The state board of education may redistribute any funds appropriated for any fiscal year for the purposes of this act for which application has not been made by January first of such year and said board may also redistribute funds if and to the extent that any local or regional board of education certifies to said board that funds granted pursuant to an approved application will not be expended. Funds shall be redistributed in such manner as the state board of education prescribes.

Sec. 3. Each local and regional board of education, or two or more boards of education acting jointly, which receives funds pursuant to section 2 of this act shall annually develop, with participation by representatives of labor, business, industry and the community, and submit to the state board of education a progress report which includes (1) measures taken to improve and increase career and vocational education opportunities and (2) certification that funds received pursuant to section 2 of this act were expended for the purposes specified.

Sect. 4. The state board of education may expend for administrative costs incurred in carrying out the purposes of this act, not more than two per cent of state funds appropriated to said board for the purposes of section 2 of this act.

Sect. 5. This shall take effect July 1, 1978.

CHAPTER 73-235

Senate Bill No. 1025

AN ACT relating to education; declaring legislative intent; providing for the establishment and maintenance of student placement and follow-up services by district school boards; providing for the state board of education to develop alternative methods to implement such program; providing responsibilities for job placement personnel; providing an effective date.

Be it Enacted by the Legislature of the State of Florida:

Section 1. The basic purpose of education is to prepare students to become productive, employable and self-supporting members of society, and the problem of transition from school to work is of critical importance. Despite this fact, the public school system does not now provide job placement services or adequate employment counselling for students leaving the public school, either as graduates or as dropouts. Lack of such services is a significant factor in the high rate of youth unemployment, which is consistently more than three (3) times as high as the unemployment rate for all ages.

Section 2. On or before September 1, 1974, each district school board shall establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational technical centers.

Section 3. The state board of education shall develop and prescribe alternative methods by which school boards are to provide placement and follow-up services. Where possible, this responsibility shall be given to guidance counselors and occupational and placement specialists.

Section 4. It shall be the further responsibility of the job placement personnel to make written recommendations to the district school board concerning areas of curriculum deficiency having an adverse effect on the employability of job candidates.

Section 5. This act shall take effect July 1, 1973.

Approved by the Governor June 22, 1973.

Filed in Office Secretary of State June 25, 1973.

CS/HB 3692

[Selected Portions]

A bill to be entitled

An act relating to Florida public school finance; amending section 236.013(3) and creating a new section 236.013(14), Florida Statutes, defining the scope of the Florida education finance program and revising the definition of a full-time equivalent student; amending section 236.02(6), Florida Statutes; providing for minimum financial effort; amending section 236.081(1) (b) and (c), (2), (3), (4), (5), (6) and (7). Florida Statutes, fixing the base student cost for 1974-75, creating a special program for deaf students, deleting funding of the compensatory education supplemental cost factor for 1974-75, deleting the provision for supplemental ad valorem tax equalization, adjusting the district cost differential factors, providing an expenditure for in-service education programs, providing for computation of district required local effort, providing additional categorical programs; prescribing a procedure for determination of the total state allocation to each district, and providing for proration of state allocations, transfer of excess appropriations to the comprehensive school construction program, a guaranteed minimum level of funding for 1974-75, and a limitation on membership in special programs; transferring and renumbering section 236.083, Florida Statutes, as section 236.12, Florida Statutes, and amending subsections (2) and (7), relating to computation of transported miles and proration of transporation funds; amending section 236.085, Florida Statutes, relating to the occupational specialist program; amending section 236.086, Florida Statutes, relating to the occupational specialist program; amending section 236.086, Florida Statutes, relating to computation of elementary counselor funds; repealing section 236.007, Florida Statutes, relating to the computation of total state allocation to districts; amending section 236.25, Florida Statutes, providing a limitation on authorized district milage levies, repealing section 196.031(4), Florida Statutes, relating to additional homestead exemption leases and additional state school funds; amending section 237.071(3), Florida Statutes, providing for budgeting of local effort; amending sections 237.151 (1) and 237.161 (5), Florida Statutes, increasing authorized interest rates on loans to district school boards; amending section 237.34(3), Florida Statues, relating to cost reporting and expenditures of funds; amending section 232.255(3), Florida Statutes, relating to school safety funds; creating section 236.122, Florida Statutes, establishing an allocation for instructional materials; amending section 228.041 (19), Florida Statutes, providing a definition of "exceptional students"; providing for implementation of programs for profoundly retarded children; creating section 231.802(10), Florida Statutes, defining "clinical preservice"; amending sections 231.603(2), 231.604(1) and (2), 231.606 (1), 231.608(1), and 231610, Florida Statutes, relating to teacher education centers, including membership in center councils, evaluation of center programs, and an allocation to teacher centers; creating section 231 11, Florida Statutes, providing for implementation of teacher centers; creating section 236.0811, Florida Statutes, providing for in-service training programs; providing for special education

support services; providing for student enrichment and remedial programs; providing an allocation for career education; providing for cost differential studies; providing for regional diagnostic and resource centers for exceptional students, including testing of children, in-service workshops, and duties and responsibilities of state and local school officials including state coordinator; providing appropriations; providing an effective date.

(6) CATEGORICAL PROGRAMS.--The legislature hereby provides for the establishment of selected categorical programs to assist in the development and maintenance of activities giving indirect support to the programs previously funded. These categorical appropriations may be funded as general and transitional categorical programs. It is the intent of the legislature that no transitional categorical program shall be funded for more than four (4) fiscal years from the date of original authorization or the-effective-date-of-this-act from July 1, 1973, whichever is later. Such programs are as follows:

(a) General.--

1. Capital-outlay Comprehensive school construction and debt services provided by law.
2. Community schools as provided by law.
3. Educational leadership training act programs as provided by law.
4. School lunch programs for the needy as provided by law.
5. Textooks Instructional material funds as provided by law.
6. Vocational improvement fund as provided by law.
7. Student transportation as provided by law.

(b) Transitional.--

1. Bilingual program as provided by law.
2. Driver education as provided by law.
3. Elementary school counselors as provided by law.
4. Occupational specialists and placement specialists as provided by law.
5. Safe schools program as provided by law.
6. Comprehensive health education as provided by law.
7. Exceptional child support services as provided by law.
8. Severely and profoundly retarded as provided by law.
9. Career education programs as provided by law.

Section 38. Allocation for career education.--The department is authorized to allocate an amount as prescribed annually by the legislature to each district for career education in the same ratio as the full-time equivalent student membership in grades kindergarten through twelve of the district to the full-time equivalent student membership in grades kindergarten through twelve of the state for the prior year in accordance with regulations prescribed by the state board; provided, however, that no district shall receive less than the amount received in the 1973-74 fiscal year.

Adequate Program for Education in Georgia Act

(1944)

[Selected Portions]

32-611a Career, occupational and vocational education.

(a) The state board of education shall maintain a comprehensive program of career, occupational and vocational education. The purpose of this program shall be to provide occupational training and retraining to meet the needs of individual citizens and the manpower needs of business and industry within the state. This program shall be designed to prepare individuals for gainful employment, including homemaking, as semiskilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations and to prepare individuals for enrollment in advanced technical education programs. This program shall provide for vocational guidance and counseling, instruction related to the occupation or occupations for which the student is in training, and instruction necessary for students to benefit from such training. Activities related thereto may include, but shall not be limited to, vocational youth clubs; job placement and followup; leadership development; staff travel; student transportation; staff training and development; research, development and deomonstration; special programs for handicapped, disadvantaged and gifted.

(b) Any other section of this act notwithstanding, the state board shall annually determine the amount of funds needed to provide career, occupational and vocational education programs for in-school youth and for out-of-school youth and adults and shall annually request the General Assembly to make such appropriations as are needed. The state board of education is hereby authorized and empowered as the sole state agency to receive federal funds allotted to Georgia under the Vocational Education Act or other Acts of Congress appropriating federal funds for career, occupational or vocational education or for career, occupational and vocational education.

(c) The provisions of any other section of this act notwithstanding, the state board of education is hereby authorized to provide funds to local units of administration and to other state and local agencies to be used for career, occupational and vocational education programs.

(d) The provisions of any other section of this act notwithstanding, the state board of education may adopt such salary and salary supplement schedules deemed necessary to carry out the provisions of subsection (c) hereof and shall establish policies, regulations, and standards relating to and necessary for the implementation of this section.

H. R. NO. 424

Requesting the University of Hawaii and the Department of Education to support career development in the public school system.

WHEREAS, career development or career education is the process of acquiring knowledge, skills and attitudes which will enable an individual to take a productive and satisfying role in society, and

WHEREAS, the basic components essential for the achievement of career development, namely, self-realization, social relationship, civic responsibilities, and economic efficiency, are among the basic purposes and objectives of public education in Hawaii, and

WHEREAS, a conceptual framework for a career development continuum formulated by the Department of Education, in cooperation with the Education Research and Development Center of the University of Hawaii, has received the endorsement of the State Board of Education; and

WHEREAS, prototype curriculum guides for lower education and higher education have been produced, leaders for conducting vocational exploration groups have been trained, and career development centers have been established, and

WHEREAS, the successful implementation of career development concepts in the curricula of the public schools of the State of Hawaii requires that teachers of the Department of Education, now and in the future, be fully apprised of the goals, concepts and methodology for integrating a career development focus in the instruction carried on in public schools; now, therefore,

BE IT RESOLVED by the House of Representatives of the Seventh Legislature of the State of Hawaii, Regular Session of 1974, that the University of Hawaii and the Department of Education are requested to support the implementation of career development in the public school system by developing and incorporating into their respective teacher training programs insturctional courses, workshops, seminars, or other suitable means to promote the integration of career development instruction in the curricula of Hawaii's public schools; and

BE IT FURTHER RESOLVED that duly certified copies of this Resolution be transmitted to the Chairman of the Board of Regents of the University of Hawaii; the Dean of the College of Education; the Chairman of the Board of Education; and the Superintendent of Education.

S.C.L. #43

A CONCURRENT RESOLUTION memoralizing the Indiana Department of Public Instruction to establish a method for implementation of career education and planning programs in the schools.

WHEREAS the President of the United States signed into law December 13, 1977, an Act of Congress entitled H.R. 7 appropriating $275 million over a five-year period to fund career education for elementary and secondary schools; and

WHEREAS over twenty states have already passed legislative acts to set guidelines for and to fund career education in their states; and

WHEREAS the U.S. Office of Education Career Development Division has urged the implementation of career education and planning programs in the schools; and

WHERE national organizations such as the American Personnel and Guidance Association and the National Vocational Guidance Association have made commitments across the nation for increased emphasis in the area of career education and planning; and

WHEREAS data collected from surveys in Indiana across the nation has shown an apparent need by both students and parents for infusion of career education and planning into the entire educational system; and

WHEREAS today's youth live in a highly complex society with many decisions and many different variables, there is a need for a process to learn better implementation of self in the world of work; and

WHEREAS young people in the State of Indiana need to be made aware of the 35,000 job options available to them; and

WHEREAS parents need to be educated as to what they can do to assist their children in choosing a meaningful career: Therefore be it

RESOLVED, That The Senate Of The General Assembly Of The State Of Indiana, The House Of Representatives Concurring:

Section 1. That the Indiana Department of Public Instruction be urged to establish a method for implementation of career education and planning programs in the schools. If possible, the Department shall prior to implementation:

(1) Examine existing programs in other states; and

(2) Examine existing federal appropriations and programs; and

(3) Consult with the membership of the Education Committees of the General Assembly of the State of Indiana; and

(4) Consult with the membership of the House of Representatives' Ways and Means Committee and the Senate's Finance Committee; and

(5) Consult with interested local organizations; and

(6) Determine the fiscal impact for implementation of such a program.

Section 2. The Department of Public Instruction shall submit its method for implementation of career education and planning programs in the schools to the Legislative Council before the first regular session day of the General Assembly in 1979. The Department may submit interim reports to the Legislative Council at any time.

Ch. 280, Iowa Code

Section 280.9 Career Education

The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and cocurricular teacher-learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. However, career education does not mean a separate vocational-technical program is required. A vocational-technical program includes units or partial units in subjects which have as their purpose to equip students with marketable skills.

Essential elements in career education shall include, but not be limited to:

1. Awareness of self in relation to others and the needs of society.

2. Exploration of employment opportunities and experience in personal decision making.

3. Experiences which will help students to integrate work values and work skills into their lives.

Senate Concurrent Resolution No. 82

A Concurrent Resolution directing the state board of education to encourage, support and promote career education programs in Kansas school districts and directing the state board of regents to emphasize career awareness in teacher preparation programs.

WHEREAS, More than one-half of all youths in the United States who end their schooling each year have no salable skill or training with which to earn a living, and

WHEREAS, Public school programs historically have been primarily college preparatory with only secondary and limited emphasis placed on vocational education and such programs have not responded to the needs of a great number of the youths who pass through the school system, and

WHEREAS, Teacher training institutions generally have not placed significant emphasis on a career awareness component in teacher preparation programs, and

WHEREAS, Public school programs, publicly supported vocational schools and state colleges and universities have not been able to keep pace in their educational programs with changing job requirements and labor market demands: Now, therefore,

Be it resolved by the Senate of the State of Kansas, the House of Representatives concurring therein: That, in recognition by the Legislature of the State of Kansas of the urgent need for incorporation into the public school system of the concepts of career education, including career awareness and career preparation and exploration, the state board of education is hereby directed to provide further leadership in the field of career education so that state goals and objectives can be implemented in the school districts of Kansas at the earliest practicable time. In recognition of the fact that the state board of education already has articulated statewide goals for career education and has cooperated in the operation of several individual career education projects, including in-service training sessions, the state board of education is further directed to prepare and submit to the 1975 Legislature a proposed action program containing a detailed funding proposal designed as expeditiously as possible to make career eduation opportunities available to all students of Kansas school districts; encourage post-secondary institutions to incorporate into their teacher training programs effective career education preparation opportunities; prepare guidelines to assist school districts in planning and organizing career education programs; provide in-service and other programs as may be necessary to reorient teachers serving in the field; prepare, publish and otherwise disseminate materials for continuing education of school personnel; evaluate the effectiveness of school district career education programs; and provide such further state-level direction and leadership as will bring the full benefits of career education to the youth of this state.

Be it further resolved: That the state board of regents is hereby directed to emphasize career awareness in teacher preparation programs in the institutions under this management.

Be it further resolved: That the secretary of state is hereby directed to transmit a copy of this resolution to the chairman of the state board of regents, the chairman of the state board of education and to the commissioner of education for duplication and transmittal to every school board member within the state of Kansas.

House Bill No. 70

AN ACT relating to career education.

Be it enacted by the General Assembly of the Commonwealth of Kentucky

Section 1. A new section of KRS Chapter 158 is created to read as follows:

This Act shall be known as "The Career Education Act of 1976.

Section 2. A new section of KRS Chapter 158 is created to read as follows:

As used in this Act, unless the context otherwise requires:

(1) "Department" means the State Department of Education;

(2) "Competencies" means the possession of skills, knowledge, and understandings to the degree they can be demonstrated;

(3) "Career education" means that life-centered educational process through which students are presented with information, activities, and guidance in the areas of basic learning and academic skill development, self and career awareness, occupational exploration and orientation, and preparation for career decision making designed to:

(a) increase the relationship between school and society as a whole;

(b) provide opportunities for counseling, guidance, and career development;

(c) relate the subject matter of the curriculum of school to the needs of persons to function fully in society.

(d) extend the concept of the education process beyond the school into the area of employment and the community;

(e) foster flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(f) make education more relevant to employment and functioning in society; and

(g) clarify the distinction between education for vocational purposes and general or academic education.

Section 3. A new section of KRS Chapter 158 is created to read as follows:

It is the intention of the General Assembly in enacting this legislation to emphasize the right of each student in the public schools of this state to obtain the basic knowledge and learning skills necessary for life preparation as the first priority of public education. It is further the intention of the General Assembly to provide each student in the public schools with the

opportunity to avail himself of those programs and services appropriate to his educational needs in the areas of basic academic and learning skill development; career awareness, exploration, and orientation leading to the ability to make informed career choices; acquiring the knowledge and understanding necessary to cope with life situations; and enabling continued personal education and enrichment through learning experiences designed to prepare each student with skills necessary for pursuing continued personal interests.

Section 4. A new section of KRS Chapter 158 is created to read as follows:

The Department of Education shall administer the provisions of this Act, pursuant to regulations adopted by the State Board of Education upon recommendation of the Superintendent of Public Instruction. In administering this Act, the department shall take into consideration the advice and counsel of the Secretary for Education and the Arts, the Secretary for Human Resources, and the Secretary for Consumer Protection and Regulation, or their designated representatives, and any other representative of a related agency or body deemed appropriate by the State Board of Education, including, but not limited to, representatives of professional educators, parents, guidance personnel active in the conduct of the schools, and members of the business community, as well as representatives of students participating in career education, and persons representative of the various regions of the state including both rural and urban residents.

Section 5. A new section of KRS Chapter 158 is created to read as follows:

(1) Career education shall be conducted in the elementary, secondary, post secondary, and adult education programs administered by the Department of Education under authority of the State Board of Education as a process incorporated into the total curriculum and in conjunction with courses in any appropriate areas of study.

(2) Career education shall include, but not be limited to, the areas of:

(a) Personal development, including the development of competencies necessary to acquire basic learning skills; communicate; compute using the basic processes; acquire knowledge and skills through continued learning; make informed decisions relating to career and life development; apply acquired knowledge and skills to real-life situations; pursue personal interests and enrichment; and obtain and apply knowledge of physical fitness, nutrition, and mental health to life-long personal health maintenance;

(b) Career and occupational awareness, including information, activities and guidance procedures of the career education concept designed to develop the understanding and ability necessary to make career choices, to cope with the changing economic and occupational environment, and to develop occupational and educational competencies necessary for employment and continued education:

(c) Economic understanding, including knowledge of economic systems, information on tax structures and obligations, understanding of personal and family money management, and the competencies required for the application of such knowledge and understanding to consumer practices;

(d) Citizenship, including the rights and responsibilities of citizenship in the community, state, nation, and world social and political orders;

(e) Family life, including information and activities designed to develop an understanding of the role of the individual in family life, the rights and responsibilities incumbent upon each role participant, the responsibilities and duties of marriage and parenthood, and the theories and practices of child rearing and early childhood development; and

(f) Human relations, including knowledge of the relationship of the individual to his social, cultural, natural, and political environments, and understanding of the worth and dignity of other people, and the skills and understanding required in developing an ability to work with and relate to other individuals and groups, and an appreciation of the historical and cultural heritage and values of his environment and that of others.

(3) Career education shall be sequential in nature and suited to meet the needs of the students at their respective grade levels.

Section 6. A new section of KRS Chapter 158 is created to read as follows:

The department shall develop a comprehensive statewide program of career education by assuming the following functions:

(1) Assist in the development and dissemination of model curricula in career education for the public schools, in conjunction with the programs of local boards of education and the institutions of higher education responsible for teacher education;

(2) Identify and disseminate information relating to innovative teaching methods for instruction in career education;

(3) Assist local school districts in conducting teacher in-service education programs on career education based on a training program developed by the department;

(4) Assist teacher education institutions in the development of a program designed to prepare teachers to utilize the theories and methods required of a program of career education;

(5) Provide funding for teacher in-service education programs when so requested by local school districts as provided in Section 10 of this Act; and

(6) Assist in the design and implementation of career education guidance programs and services deemed appropriate by the department.

Section 7. A new section of KRS Chapter 158 is created to read as follows:

The governing board of each local school district shall adopt a policy regarding career education by resolution in accordance with the guidelines and regulations approved by the State Board of Education, and consistent with the provisions of this Act, specifying among other things the curriculum or program to be utilized in career education, provisions for teacher in-service education, assistance to teachers and guidance personnel in implementation of such program, and the procedures by which parents, community members, and others may provide input to the program.

Section 8. A new section of KRS Chapter 158 is created to read as follows:

Nothing in this Act shall be interpreted as prohibiting any local school district, superintendent, principal, teacher or counselor from inviting qualified persons in the areas of career education from outside the school system to assist the teacher or counselor in classroom programs or to present programs to all or any part of the student body in a manner consistent with policy and regulation of the local board of education, the State Board of Education, and the provisions of this Act.

Section 9. A new section of KRS Chapter 158 is created to read as follows:

To assure effective implementation of this Act, the department shall, upon passage, institute planning, research, employment of appropriate personnel, and program implementation, and shall develop and submit to the Governor, the Legislative Research Commission, and the State Board of Education a comprehensive plan for achieving the priorities and programs set forth in Sections 3 and 5 of this Act. Such plan shall include, but not be limited to, the curriculum areas involved in the program; the method by which the program is to be presented in the public schools; procedures for development of model curricula, assisting in providing teacher in-service education and guidance services, and cooperative arrangements established for such purposes with local school districts and institutions of higher education responsible for teacher education.

Section 10. A new section of KRS Chapter 158 is created to read as follows:

(1) Each local school district desiring to receive funding for career education programs and teacher in-service training shall make application to the department for such funds. Each district application shall inlcude, but not be limited to, a description of the career education program to be implemented including an evaluation design, the number of students in the district who will be participating in the program, and the number of teachers who will be participating in in-service training. The department may provide that additional information, if required in determining grants to local school districts, be included in such application.

(2) Each local school district desiring to receive funding under the provisions of this Act shall make application, as provided in subsection (1) of this section, to the department no later than July 1 of the year in which career education is to be implemented in the educational program of the district.

(3) Of the total funds appropriated to carry out the provisions of this Act, the State Department of Education shall retain no more than two and one-half percent (2 ½%) for administration services.

(4) Grants to local school districts shall be made in amounts proportionate to the number of teachers requiring in-service training and the number of students who will participate in the program under the program under guidelines established by the department.

Section 11. To carry out the purposes of this Act, there is appropriated to the State Department of Education out of the General Fund in the State Treasury the sum of $2,050,000 for the 1976-77 fiscal year. Any balance remaining

at the close of fiscal year 1976-77 shall not lapse, but shall continue into fiscal year 1977-78.

Section 12. Whereas, the current economic conditions of our society require immediate action designed to assist present and future citizens of the Commonwealth of Kentucky in obtaining the basic educational knowledge and skills required for full participation in our society and for coping with changing living conditions, an emergency is declared to exist, and this Act shall become effective upon its passage and approval by the Governor.

SENATE BILL NO. 65

Regular Session

1973

[Selected Portions]

Be it enacted by the Legislature of Louisiana:

Section 1. The heading of Chapter 9 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby changed to "Career Education and Rehabilitation".

Section 2. Part I of Chapter 9 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby redesignated as Part II of said Chapter and the sections of Sub-Part A heretofore designated as R.S. 17:1991 - 17:1996 of said Part I are hereby redesignated as R.S. 17:2031 - 17:2036 of Part II, and the sections of Sub-Part B heretofore designated as R.S. 17:2001 - 17:2005 of said Part I are hereby redesignated as R.S. 17:2041 - 17:2045 of Part II.

Section 3. A new Part I of Chapter 9 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby enacted to read as follows:

PART I. CAREER EDUCATION

1991. Definitions

As used in this Part, unless otherwise clearly indicated, the following terms have the meanings ascribed below:

(1) "Board" means the State Board of Education or its successor;
(2) "Department" means the State Department of Education or its successor;
(3) "Superintendent of Education" means the State Superintendent of Education or his successor.

1992. Duties of the Board and department to establish and implement career education.

The board and the department shall plan, develop and provide a coordinated, comprehensive program of career education to encourage and to promote the acquisition of skills for earning a living together with basic academic skills and to devleop the potentials of students into abilities that will enable them to be as self-sufficient as their talents permit, to function effectively in society and to live meaningful, enjoyable lives; provided, however, that every student enrolled in elementary or secondary school shall be required to pursue the basic academic curricula that shall be provided in all such schools as a condition precedent to the awarding of a diploma and the graduating from such schools. Nothing herein contained shall prevent the offering of a comprehensive program of electives.

1993. Implementation of career education by board and department.

To accomplish the goals set forth in Section 1992, the board in cooperation with other educational institutions and the department shall implement career education by planning, executing and administering plans for, but not limited to, the following:

(1) The development of professional skills in career education by pre-service training of teachers and counselors and by in-service training of teachers, counselors, administrators and supportive service personnel for which the board may utilize personnel and facilities of the institutions of higher learning that are under its jurisdiction, and may participate in cooperative programs for the same purpose with other institutions of higher learning.

(2) Allocation of vocational-technical teachers throughout the various levels and throughout the system of career education.

(3) Writing or revising the handbook for school administration.

(5) Printing of curricula and printing of guidelines therefore.

(6) Higher levels of training for career students at the institutions of higher learning, including one and two-year certificate and associate degree programs in technical and paraprofessional fields of study.

SENATE BILL NO. 68

Regular Session

1973

[Selected Portions]

AN ACT

To authorize the State Bond Commission to make capital improvements for postsecondary vocational-technical education by the acquisition of land for and the construction, renovation and equipment of postsecondary vocational-technical education facilities, to provide for the nature and locations of projects therefor, the order of priority of projects and allocations of funds, to require reports before preparation of plans and specifications, to authorize and direct the State Bond Commission to issue and sell bonds or other obligations of the State of Louisiana to finance the projects, not in excess of Fifty-three Million Nine Hundred Seventy-Six Thousand One Hundred Seventy-One ($53,976,171.00) Dollars, to provide for the issuance, conditions, security and payment of such obligations, including the pledge of the full faith and credit of the state thereto, to provide for the deposit, disbursement and use of the proceeds of said obligations, to provide for reallocation of funds, to provide for the use of other funds for projects, to provide for the acceptance of donations of land and equipment to implement projects, to provide for the authority and duties of the State Bond Commission to accomplish the purposes of the Act, to provide that capital improvements authorized by this Act shall be under the direction of the State Board of Education, to provide for matters related to the purposes of the Act, and to provide for the effectiveness and the construction of the Act.

[Specific Projects are listed next, followed by authorizations and conditions.]

PUBLIC ACTS OF 1974

ACT No. 97

AN ACT to promote the planning and development of career education programs; to create a state career education advisory commission and local career education planning district councils and to prescribe their powers and duties; and to prescribe the powers and duties of certain state departments and agencies.

The People of the State of Michigan enact:

Sec. 1. This act shall be known and may be cited as the "career education act".

Sec 2. As used in this act:

(a) "Career education" means programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, "career education" shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize the capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

(b) "Career education planning district" means a group of local educational agencies, including local school districts and intermediate school districts, in geographic proximity to each other and organized to increase cooperation and articulation between local educational agencies as they plan to implement a career education program.

(c) "Local educational agency" means local school districts and intermediate school districts and their boards.

Sec. 3. The career education advisory commission, hereafter called the commission, is created in the department of education. The commission consists of 20 members of which not more than ⅓ shall represent the education profession. The members shall be appointed by the state board of education for terms of 2 years, except that of the members first appointed, 10 members shall be appointed for 1 year and 10 for 2 years. The state superintendent of public instruction or his designated agent shall be a nonvoting ex officio member and shall serve as chairman. The commission membership shall include representatives of labor, business or industry, a noneducational state governmental agency, local and intermediate school board members and administrators, a community college district, a 4-year college or university, a neighborhood education authority, the state advisory council for vocational education, parents, teachers, counselors, and students.

Sec. 4. (1) The commission shall evaluate current state, regional, and local efforts toward career education and shall submit to the state board of education its findings.

(2) The commission shall recommend to the board guidelines and performance objectives for a comprehensive career education program.

Sec. 5. (1) The state board of education shall recommend statewide guidelines and goals for a comprehensive career education program not later than 9 months after the effective date of this act.

(2) The board in consultation with the commission and teacher training institutions shall develop a plan for professional personnel development to assure successful implementation of career education in all local educational agencies. The professional personnel development plan shall provide for the systematic development of all professional personnel at both the pre-service and in-service levels and the criteria for assessing the performance of these professional personnel.

Sec. 6. (1) The state shall be divided by the state board of education into career education planning districts. A planning district shall be structured to increase communication, cooperation, and planning among its member educational agencies and to coordinate and promote career education programs in the district. The number and boundaries of career education planning districts shall initially be as established on January 1, 1974, and be reviewed annually by the state board of education based upon criteria to include the following:

(a) Existing intermediate school districts.
(b) Geographical proximity of local educational agencies to one another.
(c) Student enrollment.
(d) Compatibility with service area boundaries of local educational agencies.

(2) A planning district shall be served by a career education planning district council whose membership shall be recommended by local educational agencies within the district and selected on or before January 1, 1975, by the intermediate boards of education in which they are constituent. Membership shall not exceed 20, of which not more than ½ shall represent the education profession, and shall include representatives of local and intermediate board members and administrators, the arts, business or industry, a labor organization or manpower agency, parents, teachers, counselors, and students. All other local educational agencies shall be represented as nonvoting, ex officio members on the council serving their area of the state. A career education planning district council shall develop annually, beginning September 1, 1975, a comprehensive, cohesive, and well-coordinated career education plan, utilizing the guidelines recommended by the state board of education.

Sec. 7. Beginning with the 1975-76 school year each local educational agency shall have a comprehensive career education plan and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing guidelines and goals recommended by the state board of education, the planning district's plan, and the local educational agency's performance objectives and plan.

Sec. 8. The department of education, in cooperation with other agencies, shall periodically compile and make available to career education planning districts and local educational agencies information pertaining to current and future job opportunities.

Sec. 9. The department of education shall provide to the legislature and the governor by February 1, 1975, an estimate of the cost of implementing a comprehensive career education plan for the state.

This act is ordered to take immediate effect.

SENATE BILL NO. 2629
(As Sent to Governor)

AN ACT TO AUTHORIZE THE ESTABLISHMENT OF A CAREER EDUCATION PROGRAM IN THE PUBLIC SCHOOLS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. The State Department of Education is hereby designated as the state agency responsible for the administration and supervision of the career education concept as an educational innovation in the State of Mississippi. It is the intent of the Legislature that all funds made available to the State of Mississippi, for the purpose of enhancing career education, be administered by the State Department of Education.

SECTION 2. Pursuant to the provisions of Section 1 of this act, the State Department of Education is hereby authorized to establish an Office of Career Education within the framework of the State Department of Education for the purpose of developing standards, procedures and criteria for the administration and supervision of a statewide program of career education in grades one (1) through twelve (12). The State Department of Education, through the Office of Career Education, shall assume the further responsibility for promoting a statewide effort designed to prepare local school faculties and staffs to incorporate the career education concept into their local educational programs.

SECTION 3. Pursuant to the provisions of Sections 1 and 2 of this act, the State Department of Education is hereby authorized to provide for the services of a State Coordinator of Career Education and such other professional and nonprofessional staff as may be needed and as funds available to the department will permit. It shall be the responsibility of the State Coordinator of Career Education to coordinate efforts of the personnel of the State Department of Education, the state's colleges and universities, local public schools and other appropriate agencies to provide the services embraced by this act. The State Department of Education and the State Coordinator of Career Education will be responsible for the development of teacher education courses, both at the graduate and undergraduate levels, designed to familiarize teachers and prospective teachers with the career education concept and its application to their roles as teachers and prospective teachers. The state colleges and universities will consult and cooperate with the State Department of Education and State Coordinator of Career Education in the development of these courses and in the responsibilities under this act.

SECTION 4. In addition to all other authority, duties and powers the governing boards of the several school districts of this state may now have, each is hereby authorized and empowered to adopt plans for the implementation of a career education program as the same best suits the needs thereof and thereof to orient its system to the field of work. In so doing, the governing board shall operate within its regular budget, without the employment of additional personnel and out of any available funds, federal, state, local or private.

Nothing in this act shall be so construed as to prohibit the acceptance of contributions from the private business sector or cooperation therewith, including but not limited to seminars, tours, lectures and in-service training.

There will be cooperation between the State Department of Education, the State Coordinator of Career Education and the governing boards of the several school districts in implementing this program as it best suits the needs of the individual districts.

Provided, further, the Commission on School Accreditation shall encourage the development of plans of career education and the implementation thereof, and shall be authorized to accredit same.

SECTION 5. This act shall take effect and be in force from and after its passage.

ASSEMBLY, No. 1254

An Act concerning the establishment and operation of vocational education pilot projects in New Jersey school districts and supplementing Title 18A of the New Jersey Statutes.

Be it enacted by the Senate and General Assembly of the State of New Jersey:

1. That the Commissioner of Education and the State Board of Education shall have the authority and responsibility under this act to establish and operate a Career Development Program comprised of pilot vocational education projects.

2. There is hereby appropriated to the Department of Education pursuant to all the restrictions contained in the Annual Appropriations Act the sum of $318,000.00 to effectuate the purposes of this act.

3. This act shall take effect immediately.

H. B. No. 108

(8) There shall be allocated a total of 5,292 weighted pupil units to districts for special purpose optional programs approved by the State Board of Education as follows:

Optional Program	Weighted Pupil Units
Compensatory Education	1,104
Instructional Media Centers	859
Elementary School Guidance	946
Community Education	907
Extended Day, Extended Year and Summer Programs	1,025
Career Education	351

Each school district shall receive its proportionate share of 1,204 units based upon the number of disadvantaged pupils in such district as compared with the total number of such pupils in all districts. In addition, each district shall receive one and one-half units as a base plus one-half unit for each school in which it maintains an instructional media center approved by the state board of education. Each district shall also receive its proportion of the balance of weighted pupil units provided for in this subsection based upon its number of weighted pupil units computed in accordance with the provisions of subsections (1), (2), and (3) of this section as compared with the number of such weighted pupil units for all districts.

Each district may use its proportionate share of the units computed in accordance with the provisions of this subsection, in any one or all of the programs enumerated herein. Whenever a district chooses to spend money in a program enumerated in this subsection, it shall observe all standards promulgated by the state board of education for that program and the following specific requirements:

(a) Funds expended for community education shall be used to support the concept that the schools belong to the people and to find ways to engage the community in determining the role the schools shall play in solving individual and community problems.

(b) Funds expended for compensatory education programs shall be for disadvantaged pupils from low-income families, foster children, neglected and delinquent children, and pupils from aid-to-dependent children cases.

(c) Funds spent for career education shall be used to infuse career education into the school program and to encourage joint endeavors between school districts and the Utah career-oriented community.

Substitute House Bill No. 960

[Selected Portions]

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Section 1. This 1977 amendatory act shall be known and may be cited as "The Washington Basic Education Act of 1977". The program evolving from the Basic Education Act shall include (1) the goal of the school system as defined in section 2 of this 1977 amendatory act, (2) those program requirements enumerated in section 3 of this 1977 amendatory act, and (3) the determination and distribution of state resources as defined in sections 4 and 5 of this 1977 amendatory act.

The requirements of the Basic Education Act are deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution, which states that "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex", and are adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools".

NEW SECTION. Sec. 2. There is added to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.58 RCW a new section to read as follows:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this 1977 amendatory act shall be to provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning. Those skills shall include the ability:

(1) To distinguish, interpret and make use of words, numbers and other symbols, including sound, colors, shapes and textures;

(2) To organize words and other symbols into acceptable verbal and non-verbal forms of expression, and numbers into their appropriate functions;

(3) To perform intellectual functions such as problem solving, decision making, goal setting, selecting, planning, predicting, experimenting, ordering and evaluating; and

(4) To use various muscles necessary for coordinating physical and mental functions.

NEW SECTION. Sec. 3. There is added to chapter 223, Laws of 1969 ex. sess. and to chapter 28A.58 RCW a new section to read as follows:

(1) For the purposes of sections 3 through 5 of this 1977 amendatory act:

(a) The term "total program hour offering" shall mean those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes and recess and exclusive of intermission for meals.

(b) "Instruction in work skills" shall include the instruction of industrial arts, home and family life education, business and office education, distributive education, agricultural education, health occupations education, vocational education, trade and industrial education, technical education and career education, and shall include career orientation.

(2) Satisfaction of the basic education goal identified in section 2 of this 1977 amendatory act shall be considered to be implemented by the following program requirements:

(a) Each school district shall make available to students in kindergarten at least a total program offering of four hundred fifty hours. The program shall include reading, arithmetic, language skills and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program;

(b) Each school district shall make available to students in grades one through three, at least a total program hour offering of two thousand seven hundred hours. A minimum of ninety-five percent of the total program hour offerings shall be in the basic skills areas of reading/language arts, mathematics, social studies, science, music, art, health and physical education. The remaining five percent of the total program hour offerings may include foreign languages, or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades;

(c) Each school district shall make available to students in grades four through six at least a total program hour offering of two thousand nine hundred seventy hours. A minimum of ninety percent of the total program hour offerings shall be in the basic skills areas of reading/language arts, mathematics, social studies, science, music, art, health and physical education. A minimum of five percent of the total program hour offerings shall be in the area of work skills. The remaining five percent of the total program hour offerings may include foreign languages, or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades;

(d) Each school district shall make available to students in grades seven through eight, at least a total program hour offering of one thousand nine hundred eighty hours. A minimum of eighty-five percent of the total program hour offerings shall be in the basic skills areas of reading/language arts, mathematics, social studies, science, music, art, health and physical education. A minimum of ten percent of the total program hour offerings shall be in the area of work skills. The remaining five percent of the total program hour offerings may include foreign language, or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades;

(e) Each school district shall make available to students in grades nine through twelve at least a total program hour offering of four thousand three hundred twenty hours. A minimum of sixty percent of the total program hour offerings shall be in the basic skills areas of language arts, mathematics, social studies, science, music, art, health and physical education. A minimum of twenty percent of the total program hour offerings shall be in the area of work skills. The remaining twenty percent of the total program hour offerings may include traffic safety, foreign language, or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades, with not less than one-half thereof in basic skills and/or work skills.